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ABSTRACT

In this final evaluation report, Boston's Title I Secondary Reading/ Language Arts and Math Programs for 1980-81 are discussed. In both the middle schools and high schools, students on the average met or exceeded standardized test gains at most grade levels for reading /language arts. They did not meet expectations on mastery of performance objectives at any level. Public school students showed greater gains in almost all test areas, although parochial school students began with higher pre-test scores. In the high school math program, students made striking gains, although the small numbers tested made the results statistically unreliable. In the high school Jackson-Mann program for the hearing impaired, students did not make expected gains on the standardized tests and did not meet expectations on mastery of performance objectives. For the Title I program as a whole, administration, supervision, instructional time, and curriculum were generally regarded as satisfactory, although coordination between Title I and regular programs was a problem for a substantial minority of Title I and regular teachers. Changes in the selection and scheduling process were seen as necessary by some. Communication was not altogether satisfactory, especially communication with parents. On the whole, inservice workshops were seen as useful, although some suggestions for change were made. Middle school materials were rated as excellent, and high school materials as sometimes inappropriate. Parental involvement and attendance at Parent Advisory Council meetings was low for all grade levels. (CMG)

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Vázquez, Nuttall Associates, Inc.

"Research & Evaluation in Social Sciences, Health & Education"

FINAL REPORT

ESEA TITLE I SECONDARY READING/MATH PROGRAMS

Project Number: 81-035-124

1981

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TABLE OF CONTENTS

PAGE

EXECUTIVE SUMMARY

I. INTRODUCTION 1

II. EVALUATION DESIGN 1

III. MIDDLE SCHOOL READING/LANGUAGE ARTS PROGRAM 5

A. Program Description 5

B. Process Evaluation Results 8

C. Summative Evaluation Results 50

IV. HIGH SCHOOL 71

A. Program Description 71

B. Process Evaluation Results 74

C. Summative Evaluation Results 117

V. COMMUNITY RELATIONS/SECONDARY SCHOOLS 140

A. City-Wide Parents' Advisory Council 141

B. Local Parent Advisory Council 142

C. Level of Satisfaction With Parent Participation 143

VI. RECOMMENDATIONS 147

A. Middle School 147

B. High School 151

TABLES

Number	Title	Page
Table 1 -	Evaluation Activities and Data Sources - Interviews	2
Table 2 -	Response Rate to Mailed Questionnaires - Middle School	3
Table 3 -	Response Rate to Mailed Questionnaires - High School	3
Table 4 -	Onsite Observations - Middle School	4
Table 5 -	Onsite Observations - High School	4
Table 6 -	Number of Title I Middle Schools and Teachers	5
Table 7 -	Frequency of Observed Teaching Techniques	24
Table 8 -	Frequency of Specific Activities Observed	25
Table 9 -	Observed Condition of Facilities in Middle Schools, Spring 1981	30
Table 10 -	Summary of the Raw Scores, Percentile and NCE Reading Scores - MAT - Middle School	53
Table 11 -	Summary of Grade Equivalent, Percentile and NCE Scores Language Arts Subtests - CAT - Public Middle School	58
Table 12 -	Summary of Grade Equivalent, Percentile and NCE Scores Language Arts Subtests - CAT - Parochial Middle School	60
Table 13 -	Reading Performance Objectives	61
Table 14 -	Mean Percent of Objectives Achieved and Attendance by Program and Grade for Middle School Students	63
Table 15 -	Rank Order of Achievement of Areas of Reading Performance Objectives by Program Type	70
Table 16 -	Average Length of Time-Title I and Present School	73
Table 17 -	Observed Condition of Facilities - High School	92
Table 18 -	Response to In-Service Evaluation	96
Table 19 -	What Was the Strongest Feature of the Workshop	96
Table 20 -	What Was the Major Weakness of the Workshop	97
Table 21 -	What One Change Would You Recommend In the Workshop	97

TABLES (Cont.)

Number	Title	Page
Table 22 -	Suggestions For Future Workshops	98
Table 23 -	Summary of the Raw Scores, Percentile and NCE Reading Scores - MAT - High School	119
Table 24 -	Summary of Grade Equivalent, Percentile and NCE Scores Language Arts - CAT - Public High School Students . .	122
Table 25 -	Summary of Grade Equivalent, Percentile and NCE Scores Language Arts - CAT - Parochial High School Students	124
Table 26 -	High School Reading Performance Objectives	125
Table 27 -	Mean Attendance and Percent of Performance Objectives Achieved by Title I High School Students	126
Table 28 -	Rank Order of Areas of Achievement of Performance Objectives of High School Title I Programs	134
Table 29 -	Results of Pre and Post Testing in Math NCE Scores .	137
Table 30 -	Summary of Raw Scores, Percentiles and NCE Scores Jackson-Mann Hearing Impaired - MAT	138
Table 31 -	Mean Attendance and Percent - Reading Performance Objectives - Jackson-Mann Hearing Impaired	139
Table 32 -	Boston Title I Parents' Advisory Council Meetings and Attendance	141

FIGURES

Number	Title	Page
	(Middle School)	
Figure 1	- Administration and Supervision	11
Figure 2	- Selection and Scheduling	18
Figure 3	- Instruction: Student Ratio and Instruction Time	20
Figure 4	- Instruction: Curriculum Content, Title I Staff Teamwork, Coordination of Title I Curriculum	22
Figure 5	- Materials and Facilities	29
Figure 6	- Inservice: Orientation and Number of Workshops	36
Figure 7	- Inservice: Quality of Inservice, Teacher Input	37
Figure 8	- Communications: Notification of Title I Regulations and School Activities	41
Figure 9	- Communications: Title I and School Administration	42
Figure 10	- Communications: Between Title I and Classroom Teachers, Paraprofessionals, and Parents	43
Figure 11	- Outcome Judgements: Reading/Math, Self-Concept Gains	48
Figure 12	- Outcome Judgements: Student Attitude Toward School, Enjoyment of Title I	49
Figure 13	- NCE Reading Scores Gain - MAT	56
Figure 14	- Percent of Total Objectives Achieved by Program and Grade	64
Figure 15	- Number of Days of Attendance by Program and Grade	65
Figure 16	- Percent of Objectives Achieved by Sixth Grade Title I Students	66
Figure 17	- Percent of Objectives Achieved by Seventh Grade Title I Students	67
Figure 18	- Percent of Objectives Achieved by Eighth Grade Title I Students	68

FIGURES (Cont.)

Number	Title	Page
	(High School)	
Figure 19 -	Administration: Overall Administrative Structure, Administrative and Instructional Activities of Your Job	77
Figure 20 -	Administration: Appropriateness of Standarized Test, Job Role Clarification	78
Figure 21 -	Selection and Scheduling	82
Figure 22 -	Instruction: Teacher/Student Ratio, Amount of Instruction Time	87
Figure 23 -	Instruction: Title I Curriculum, Teacher/Aide Teamwork, Coordination with School Curriculum	88
Figure 24 -	Facilities and Materials	93
Figure 25 -	Inservice: Quality of Inservice, Teacher Input . .	100
Figure 26 -	Inservice/Staff Development - High School	101
Figure 27 -	Communications: Title I Goals and Regulations, and School Activities	103
Figure 28 -	Communications: Intercommunications, Communication with Parents	104
Figure 29 -	Communications: High School	105
Figure 30 -	Outcome Judgements: Reading/Math Improvement, Improved Attitude	109
Figure 31 -	Outcome Judgements: Self-Concept Gains, Enjoyment of Title I	112
Figure 32 -	Outcome Judgements: Student Perceptions	114
Figure 33 -	High School NCE Reading Scores Gain on the Metropolitan Achievement Test	120
Figure 34 -	Percent of Total Reading Performance Objectives Achieved by Program and Grade Level	127
Figure 35 -	Number of Days of Attendance by Program and Grade .	129
Figure 36 -	Percent of Objectives Achieved by 9th Graders . . .	130
Figure 37 -	Percent of Objectives Achieved by 10th Graders . .	131

FIGURES (Cont.)

Number	Title	Page
Figure 38 -	Percent of Objectives Achieved by 11th Graders . .	132
Figure 39 -	Percent of Objectives Achieved by 12th Graders . .	133
Figure 40 -	Parent Participation - Middle School	145
Figure 41 -	Parent Participation - High School	146

I. INTRODUCTION

This is the final report on the evaluation of the federally funded ESEA Title I Secondary Reading/Language Arts and Math Programs for the academic year 1980-81. The report involves Middle School and High School students in the Boston Public Schools. Within these components are special programs including the Jackson-Mann Hearing Impaired Program and a Math Pilot Project.

This report includes information on the formative evaluation as well as the summative evaluation of these programs. Findings of this report are based upon Title I documents, classroom observations, questionnaires and interviews with Title I and non-Title I personnel and High School students. Pre-post testing of Reading, Language Arts, and Math and teachers ratings of students achievements of Reading/Language/Study Skills Performance Objectives are discussed.

In this report the Middle School Reading/Language Arts Program will be reported on first, followed by the High School Program, and then Community Relations. Included, as they appear in the report, are the Program Description, the Evaluation Design, Process Evaluation Results, and Summative Evaluation Results. Recommendations for all the programs are presented in a separate chapter at the end.

II. EVALUATION DESIGN

The evaluation design for the Boston Title I Secondary School Programs includes both process and product evaluation. This final report includes both process and summative information.

Evaluator's Note
There has been a significant amount of flux and uncertainty in the Boston school system which influenced the program and the evaluation this year. For example, four of the five staff development people were new to Title I Staff Development in February. The threat of an emergency closing of schools due to a fiscal crisis and the uncertainty about future funding were significant disruptions, resulting in low morale among staff.

For process evaluation those variables contributing to the delivery of services were explored. Specific variables assessed were: administration, selection and scheduling, instruction, facilities, in-service, communication, parent involvement, and materials.

A variety of evaluation activities were utilized including review of program documents, individual and group interviews, informal interviews, classroom observations and questionnaires.

The product evaluation used the RMC Model A design with pre-post test norm-referenced measures. Standardized pre tests were administered in October 1980. Post tests were given in May 1981.

Specific evaluation activities and data sources will be illustrated in this section in the following categories: Interviews, Questionnaires, Observations and Testing.

A. Interviews

The following table reviews interviews and data sources for both middle school and high school programs.

Table 1

EVALUATION ACTIVITIES AND DATA SOURCES - INTERVIEWS

Interviews	Data Source
Individual	Associate Director - Secondary Assistant Directors Community Relations Associate Director Research and Evaluation
Group	Staff Development Personnel Title I Assistant Directors
Informal	Paraprofessionals Teachers

B. Questionnaires

Questionnaires were mailed to all secondary Title I teachers, paraprofessional aides, and school administrators on April 3, 1981. Follow-up attempts to increase the low response rate at the high school level occurred during subsequent on-site visits.

Other data sources included the optional responses of 49 middle school and 24 high school classroom teachers to a mailed questionnaire. In addition, 47 high school students were given questionnaires in class.

The following tables indicate questionnaire response rates for middle and high school involved personnel.

Table 2

RESPONSE RATE MAILED QUESTIONNAIRES - MIDDLE SCHOOL

Data Source	Number Sent	Number Returned	Percent Returned
Title I Teachers	57	55	96%
Paraprofessional Aides	57	50	88%
Principals/Headmasters	37	28	76%

Table 3

RESPONSE RATE TO MAILED QUESTIONNAIRES - HIGH SCHOOL

Data Source	Number Sent	Number Returned	Percent Returned
Title I Teachers	36	13	36%
Paraprofessional Aides	36	12	33%
Principals/Headmasters	18	8	44%

C. Observations

The following tables illustrate the number of secondary public and parochial schools visited by the evaluation team. All but one of the schools (a parochial school) were visited. A total of 93% of the teachers were observed.

Table 4

ON-SITE OBSERVATIONS - MIDDLE SCHOOL

	Public Schools		Parochial Schools	
	Total Number	Total Visited	Total Number	Total Visited
Schools	28	28	10	10
Teachers	52	50	10	9

Table 5

ON-SITE OBSERVATIONS - HIGH SCHOOL

	Public Schools		Parochial Schools	
	Total Number	Total Visited	Total Number	Total Visited
Schools	14	14	4	3
Teachers	32	30	4	2

A total of 21 high school classrooms were visited. Of these, four schools had two classes combined in one large area.

III. MIDDLE SCHOOL READING/LANGUAGE ARTS PROGRAM

A. Program Description

Approximately 3,000 students in grades six through eight (public and private) were enrolled in the Middle School Title I Program. Criteria for student selection was based on results of the Metropolitan Achievement Test administered in 1980. Students scoring less than the 40th percentile were eligible for Title I services. A list of qualifying students in rank order, from lowest to highest, was maintained at each school in the event that scheduling difficulties prevented admittance of students to the program.

The focus of this program was to improve reading and language art skills in a highly individualized setting. Materials and techniques were geared to the instructional level of students involved.

There were three components in the Middle School Title I Program. Although each shares the same basic philosophy, there were variations in teacher/staff ratio, location of activity, and materials used. Therefore, these aspects of each component will be discussed separately.

1) Middle School Reading/Language Arts Program

This was the major component of the Title I Middle School Program. It was implemented by 62 teachers in 38 schools. The following table indicates Title I Middle School level of involvement.

Table 6

NUMBER OF TITLE I SCHOOLS AND TEACHERS

	Schools	Teachers
Parochial	10	10
Public	28	52
TOTAL	38	62

One teacher and one paraprofessional instructed 45 students each day, nine students per period. Classes were held in spaces within target schools which were selected and eligible for service. Facilities ranged from regular classrooms, shared classrooms, basements, to labs. (See Facilities section for more detail)

Basic materials used were the Reading Booster + Four, Readers Digest Workshops, Globe Libraries, RD 2000 Reading Program, Listening Skills Program, and supplementary reading materials.

2) New Century Reading Lab (NCEC)

This program was conducted in McCormack, Timility and Lewis Middle Schools. Two teachers and two paraprofessionals supervised 28 students each period, 140 students a day, in reading laboratories at each school. Students work independently within carrels containing earphone sets.

Specific content of New Century Lab consists of Reader Achiever (core), People Who Made America Great, Competence Plus, Spellbinder, Reading Sampler, Basic College English, Study Skill Binder and On Your Own. An incentive system with certificates awarded at various levels of achievement (i.e. 15, 45, 75 points) denotes individual progress.

All teachers have been formally trained and certified in the use of New Century Lab materials.

3) Jackson-Mann Program

In this Jackson-Mann Middle School Title I Program, one teacher and one paraprofessional instructed 20-25 hearing impaired students within the Jackson-Mann School.

Primary materials used included Barnell Loft, Cambridge Book Company, and Hopewell Books. Supplemental materials for hard-of-hearing students were also used.

In each component, students receive Title I instruction for one 35-45 minute session per day, five days per week.

PERFORMANCE OBJECTIVES

1. Reading Behavioral Objectives

At the middle school level there were 72 Reading Performance Objectives organized into six major areas. For the high school students there were 34 Reading Performance Objectives classified into four major areas. Teachers were trained to use informal testing methods to allow them to rate the achievement of these objectives for each student.

2. Performance objectives by which tests measure student gains:

"Given a 45 minute instructional period in reading, four days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate levels of the Metropolitan Achievement Reading Survey (1978 Edition)."

Given an individualized 45 minute instructional period in language arts, one day a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score as measured by the appropriate level of the California Achievement Test, 1977-1978 Edition.

B. Process Evaluation Results

ADMINISTRATION/SUPERVISION

Title I and non-Title I teachers, principals and paraprofessionals rated their level of satisfaction with various aspects of Title I administration. Selected items to be discussed include: overall administrative structure, satisfaction with Title I related job duties, clarification of job roles, student identification and scheduling procedures. Information was collected from informal interviews, questionnaires, and classroom observations.

1) Overall Administrative Structure

Satisfaction ratings regarding overall administrative structure showed over 20 percent variance between respondents. While paraprofessional ratings were 89 percent satisfied, Title I teachers' level of satisfaction was only 67 percent. (Refer to Figure 1)

Title I teachers felt administrative support was sufficient. Title I administrators were accessible as needed. Primary contact with administration was by means of telephone, with about three to six classroom visits throughout the year. Principals requested more monitoring and evaluation of Title I personnel, particularly paraprofessionals.

Staffing procedures was an item of concern for involved Title I staff at all levels. Title I administrator and school principal input was recommended with teacher certification as a prerequisite for employment.

One non-Title I teacher recommended, "Cut parent liaison and administrative staff and increase teachers and aides."

RELEVANT COMMENTS

(Staff Selection)

"We should have some input with personnel over staffing. If there is one thing to change, this is it." (Title I administrator)
"I don't know who my teachers are going to be. I have no control over the sizes of my classes." (Principal)

"The school to which Title I is assigned must have some input as to who is assigned and whether or not the Title I teachers will be an asset or hindrance to the functioning of that particular school. I have witnessed the Boston School Committee assign incompetent personnel to the school I am presently teaching in." (Non-Title I teacher)

"Certification for teachers." (Non-Title I teacher)

(Monitoring and Administrative Support)

"Administrators helped as needed." (Title I teacher)

"Evaluation of aides - who does this? When?" (Principal)

"Continue . . . in a more structured fashion." (Principal)

2) Satisfaction with Title I Related Duties

In mailed questionnaires, 92 percent of the responding principals and 87 percent of the responding paraprofessionals indicated satisfaction with their respective Title I related duties.

Title I teachers rated their satisfaction with job duties in two parts: clerical, and instructional tasks. Clerical-related duties received a 72 percent satisfaction rating and instructional duties a 96 percent satisfaction rating. Teachers felt that clerical work was the least desirable aspect of teaching, although demands were not excessive this year. Overall, both Title I and non-Title I staff were satisfied with their Title I related duties.

Correlated with role satisfaction is role clarification. Title I teachers and paraprofessionals indicated 87 percent satisfaction with job role clarification. It appears that in most cases job role distinction was

defined, although paraprofessional duties vary by classroom. Some paraprofessionals appear to perform a primarily clerical function, while others provide instruction to students individually or in small groups. Paraprofessional capabilities and Title I teaching techniques were factors affecting the types of tasks paraprofessionals perform. Many teachers felt paraprofessionals were indispensible, while some paraprofessionals felt their involvement in classroom instruction was limited and regret that their primary function was the performance of clerical duties. (Refer to Figure 1)

RELEVANT COMMENTS

"Paperwork, as far as administrative responsibilities is not as bad this year as in other years. Sometimes it is repetitious." (Title I teacher)

"Less documentation." (First year Title I teacher)

"A little too much paperwork, but I can live with it." (Paraprofessional)

"My aide is indispensible. Materials in workbooks are non-consumable, my paraprofessional duplicates them." (Title I teacher)

"Make it clear that paraprofessionals are to help more with students and not just clean the room." (Paraprofessional)

Summary

Title I staff were satisfied with the administrative structure. Support received from Title I administration was sufficient. Principals recommended more on-going monitoring and evaluation of Title I personnel. Title I and non-Title I staff were generally satisfied with their Title I related duties. Clerical aspects of Title I were least desirable for teachers, although not in excess this year. Role Clarification between teachers and paraprofessionals was apparent. Efforts to utilize paraprofessionals in the total instructional context should be encouraged.

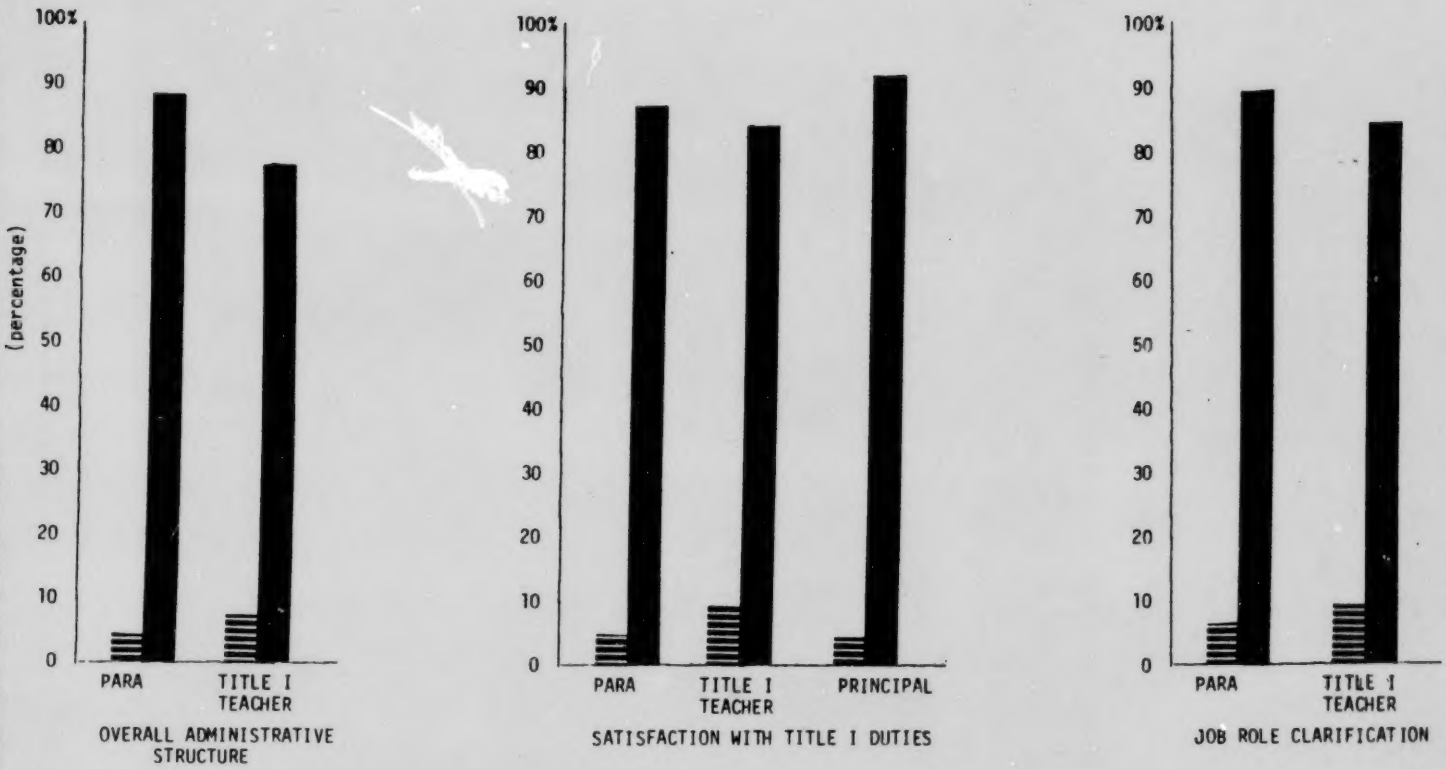
Figure 1

ADMINISTRATION & SUPERVISION
MIDDLE SCHOOL

LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



SELECTION AND SCHEDULING

In this section, student identification procedures, standardized testing, and scheduling will be discussed. Results are based on satisfaction ratings from involved Title I and non-Title I staff.

1) Student Identification Procedures

Identification procedures received moderate ratings from principals, teachers, and paraprofessionals, averaging 79 percent satisfaction. Most comments regarding student identification procedures were related to testing. Among the teachers comments were the following:

a) Use of standardized test scores as sole means for student identification was a source of dissatisfaction among involved personnel.

b) Some students do well on standardized tests, but classroom performance is poor.

c) Other students may score low because they had a bad day, were "tested-out", or did not take the test seriously.

Although teachers recommended that percentile cut-off points be increased to expand services to even more students, most schools had lengthy waiting lists. To avoid possible testing discrepancies, more teacher and principal input into the student selection process was recommended.

This year Title I middle school students completed the Metropolitan Achievement Test and the California Achievement Test. Title I teachers rated their level of satisfaction with these tests. Results are shown in the table below.

LEVEL OF SATISFACTION WITH STANDARDIZED TESTS

Dissatisfaction	--	27 percent
Neutral	--	20 percent
Satisfaction	--	53 percent

Evaluators do not think the 53 percent level of satisfaction with testing relates to test selection. Questionnaire responses and informal Title I teacher interviews produced no negative comments regarding test selection. Two teachers did state that the vocabulary component of the tests should continue to be emphasized. This section was very relevant to classroom instruction.

Testing environment for pre and post testing was not controlled at all schools. Pre-testing usually occured in the Title I classroom, while post-testing often occured in regular classrooms. Different testing conditions may affect outcome gain scores.

Title I teachers commented that both city-wide and Title I tests were given to students this year. They felt that too much instruction time was given to testing possibly resulting in lower student performance on tests. (Refer to Figure 2)

RELEVANT COMMENTS

(Selection - Staff Input)

"Selection of students should not be only from the test results. Teacher recommendation should play a major part . . ." (Principal)

"Test data is not sufficient criteria for student selection." (Title I teacher)

"Students don't take the achievement test seriously. Test scores are the only determination of need when it could have been a bad day." (Title I teacher)

"I firmly believe there are many 'greatest need' students who scored above the 40th percentile and are declared ineligible for service." (Title I teacher)

"A few students tend to 'test well' and therefore aren't eligible for Title I due to their high test scores, yet they could really benefit from the program." (Non-Title I teacher)

(Selection - Miscellaneous Comments)

"Some non-Title I children feel that Title I puts them in a class of 'stupid' people." (Non-Title I teacher)

"More students need to be serviced." (Non-Title I teacher)

"I would like to see a bit more flexibility in placing students in Title I programs." (Non-Title I teacher)

2) Scheduling

Respondents indicated high rates of dissatisfaction with the present scheduling process. The highest rate of dissatisfaction was reported by Title I teachers (36 percent), who often carry the burden of juggling schedules after students have already received class assignments. Many students in need do not receive Title I services because of scheduling conflicts. Non-Title I teachers resent students being pulled from their classesand falling behind in regular class work. Students resent getting pulled from classes they enjoy. Stigmatization was another source of conflict preventing ideal infusion of Title I into the overall school program. Principals suggested that earlier identification of students would alleviate some scheduling problems. Title I could then be incorporated into the master schedule.

Still, the problem remains that students must be pulled from regular assigned subjects. Although respondent groups recommended that Title I be a credited subject replacing the regularly assigned reading class federal law does not currently allow Title I to supplant regular courses.

Dissatisfaction was not in the Title I remediation concept, but in the stated regulations and restrictions preventing successful infusion of the program into the schools. (See RELEVANT COMMENTS on page 16.)

It should be noted that there were examples of successful scheduling methods offered by teachers during informal interviews. It appeared that those schools in which the principal appointed a staff member to assign student schedules and to act as liaison with the Title I program had most success in scheduling. Teachers at one school elected to pull students

from science or social studies class, rotating the subject missed each semester. However, the underlying factor in the success of scheduling depended on how much Title I services are valued within the school and how well the overall administrative structure has been able to infuse Title I into the overall curriculum. (Refer to Figure 2, page 18.)

RELEVANT COMMENTS

(Successful Scheduling)

"Few kids who are not in Title I is due to parents' choice. Most students in need of service are served." (Title I teacher)

"The program was worked out so that it wouldn't interfere with regular scheduling and we could maximize the benefits for the students. (Non-Title I teacher)

(Schedule Conflicts Prevent Service)

"Student scheduling can be difficult. Sometimes, it is impossible to schedule some pupils with great need." (Title I teacher)

"Scheduling at middle school level is a nightmare. Some children cannot be serviced simply because of their schedule." (Paraprofessional)

(Early Identification)

"It helps us to schedule Title I students the earlier they can be identified particularly incoming students and grade six students." (Principal)

"At the middle school level I feel a need for change in schedule procedures. Title I students could be identified prior to the master schedule. Their program for the year would have Title I class printed on their schedule." (Paraprofessional)

(Late Scheduling)

"We get last choice in programming due to requirements of other courses." (Title I teacher)

"We have no input into scheduling our own students. They are assigned to us during their gym, music, art and career classes." (Title I teacher)

"Non-Title I teachers resent children being taken out of their classes." (Title I teacher)

"I recommend that Title I be put into a child's curriculum at the beginning of the year. Instead of waiting and taking a child out of a class he/she may be enjoying. This causes a lot of grievance." (12 yrs. in program - paraprofessional)

(Rotating Schedule)

"Do not have students miss up to three years of science class while being involved in Title I. This schedule should be rotated." (Non-Title I teacher)

"Divide the school year into three equal time divisions and have all students attend Title I for one-third of the year (rotation) to develop skills in areas that they are not as yet proficient. Thus, Title I is not just catering to the same certain group and discriminating to other groups. All students are in need of help in different areas." (Non-Title I teacher)

(Title I - A Separate Subject)

"Students miss too many regular classes." (Title I teacher)

"Scheduling for Title I is always in conflict as long as Title I is viewed as extrinsic to the mainstream and not student accountable for a grade or promotion. Students aren't gratuitous." (Title I teacher)

"I feel that Title I should be scheduled in as a separate subject (with credit given) so that students would not have to miss classes." (Title I teacher in a school where credit is not given for Title I)

"Change class schedules so that less major subjects are missed." (Non-Title I teacher in a school where Title I is not graded)

"Title I should be graded so students can know how they're doing. Title I should be a separate school subject." (Non-Title I teacher in a school where Title I is not graded)

"A structured period for Title I in each students schedule. This would avoid problems with other subjects." (Paraprofessional)

(Supplement Reading Class)

"Some scheduling problems. Rather than pulling kids out of science, math, or history, pull them out of reading. Avoids getting behind in course work." (Title I teacher)

"Should be scheduled according to/with reading programs." (Title I teacher)

24

"Students should be taken out of regular reading program. There should be more of a tie-in with other academic subjects." (Non-Title I teacher)

"Mostly, I would say the scheduling of the classes at times seems to be a burden in that they cannot be taken out of reading class, and at times missing a math, English, or History period." (Non-Title I teacher)

"If the program is remedial, it replaces classroom instruction in that area. If it is supplementary, it comes out of the content area of the supplementary area as well as from other areas. I do not understand how a remedial program can be supplementary." (Non-Title I teacher)

Summary

Although, most students identified were in need of services, Title I and non-Title I staff requested more input from teachers and principals in the final selection of students. It was felt that test scores were weighted too heavily as a screening measure. Lengthy Title I lists of students qualifying for services were maintained at a majority of the Title I target schools.

Scheduling was seen as a problem at most schools to the extent that often Title I identified students were said to not receive service, or to fall behind in regular coursework. Relevant comments showed that paraprofes-- sionals, classroom, and Title I teachers thought that Title I should either be a separate subject or a supplement to reading classes only.

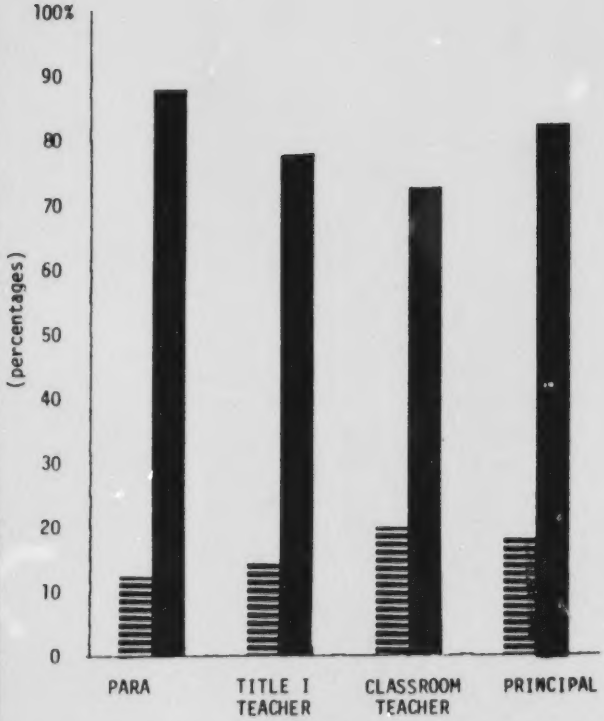
Figure 2

SELECTION AND SCHEDULING
MIDDLE SCHOOL

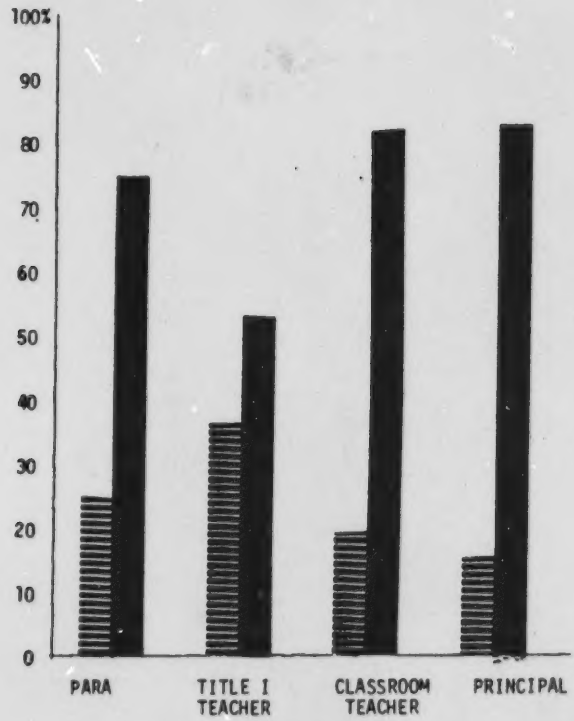
LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



IDENTIFICATION OF STUDENTS IN GREATEST NEED



STUDENT SCHEDULING PROCEDURES

INSTRUCTION

Various aspects of instruction were evaluated through classroom observations, informal interviews, and questionnaires. Teachers, paraprofessionals, and principals responded to the following items related to instruction: teacher/student ratio, instruction time, coordination of Title I and non-Title I curricula, teacher/paraprofessional pre-planning and teamwork.

1) Teacher/Student Ratio

This year class size was increased from eight to nine students per session. To compensate for absenteeism some teachers elected to over enroll students.

Title I and non-Title I staff responses to level of satisfaction with teacher/student ratio varied greatly. Although 100 percent of the non-Title I staff were satisfied with Title I class ratio, only 79 percent of the responding Title I teachers indicated satisfaction. In addition to ratings, ten questionnaire respondents commented that teacher/student ratio is a strength of the Title I program because problems can be corrected immediately, materials and instruction individualized, and discipline more controlled. Three Title I staff maintained caseload size should be reduced. (Refer to Figure 3, page 21.)

RELEVANT COMMENTS

"The size of the class and working one to one has a great effect on the children. I know they have improved a great deal." (Title I teacher)

"Slower students could make progress in a small group setting." (Non-Title I teacher)

"Small class size along with aides help the students." (Non-Title I teacher)

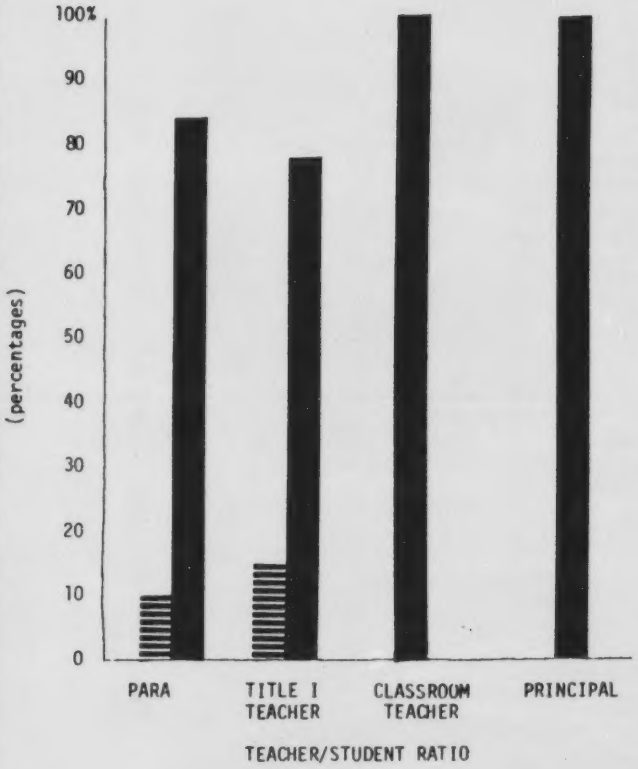
Figure 3

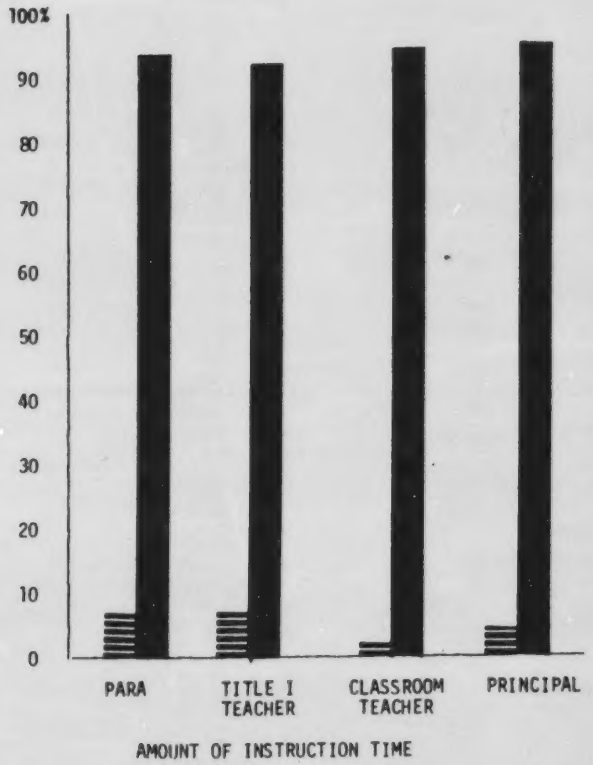
INSTRUCTION
STUDENT RATIO AND INSTRUCTION TIME
MIDDLE SCHOOL

LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100





2) Amount of Instruction Time

Both Title I and non-Title I staff were satisfied with the amount of Title I instruction time provided to students as indicated by ratings of over 92 percent satisfied by all respondent groups. (Refer to Figure 3, page 21)

3) Content of Title I Curriculum

Title I teacher, paraprofessional and principal level of satisfaction with Title I curriculum was over 92 percent. Eighty-three percent of non-Title I teachers were also satisfied with the present Title I curriculum. Six non-Title I teachers recommended that remedial math be added to the Title I curriculum.

Instructional content was primarily reading oriented emphasizing word comprehension, vocabulary, phonics, decoding skills, etc. Language Arts, although taught in most classes, was not the primary focus of instruction. (Refer to Figure 4, page 23)

RELEVANT COMMENTS

"I feel if a student needs both reading and math, he should be able to take both subjects - not just one." (Paraprofessional)

"Add Title I math." (Non-Title I teacher)

4) Teacher/Paraprofessional Pre-planning and Teamwork

Eighty-five percent of a combined group of teachers and paraprofessionals were satisfied with pre-planning and teamwork. Overall, responses were favorable. Teachers commented that paraprofessionals were indispensable. It was not known to what extent daily pre-planning actually occurred or to what extent teacher/paraprofessional teams were complimentary.

The amount of instructional support from paraprofessionals varied

Figure 4

INSTRUCTION

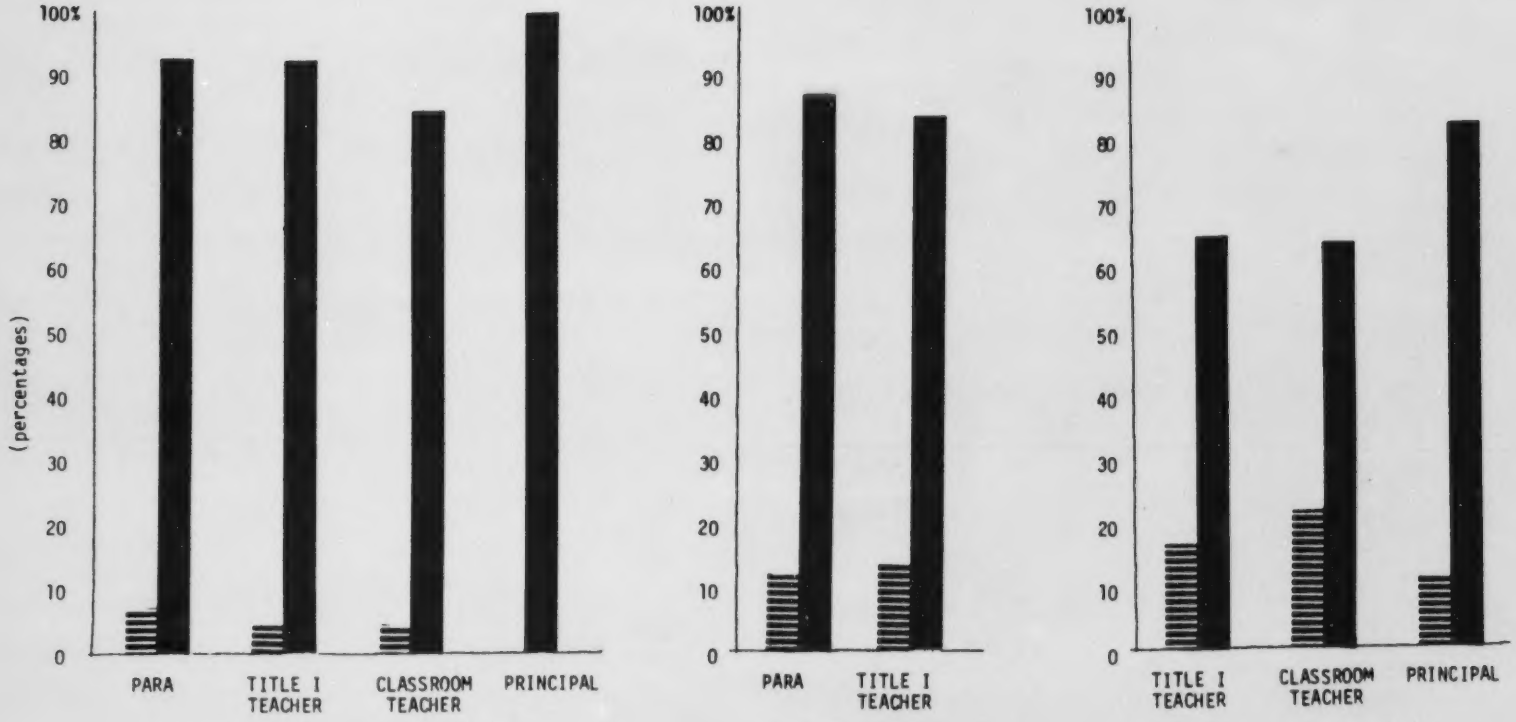
CURRICULUM CONTENT, TEACHER/PARAPROFESSIONAL TEAMWORK, AND COORDINATION OF THE TITLE I CURRICULUM

MIDDLE SCHOOL

LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



TITLE I CURRICULUM CONTENT

TEACHER/PARAPROFESSIONAL PREPLANNING & TEAMWORK

COORDINATION OF TITLE I CURRICULUM WITH OVERALL SCHOOL CURRICULUM

according to capabilities, teacher perceptions of paraprofessional roles, and instructional techniques implemented. Most paraprofessionals were observed to be assisting students; however, nine paraprofessionals were observed performing clerical duties only. In four cases, paraprofessionals were not involved in either clerical or instructional functions and did not appear to be used to maximum potential according to paraprofessional job description guidelines. (Refer to Figure 4, page 23)

5) Coordination of the Title I Curriculum with the Regular Curriculum

This aspect of instruction received the lowest satisfaction ratings from respondents. Sixty percent of Title I and non-Title I teacher ratings were in the satisfaction range.

Successful curriculum coordination did occur in some schools. Effective methods of coordination included individual meetings with involved teachers prior to each school day to discuss student progress, providing tutorial service to students in coordination with classwork, and organizing a school-wide book club drawing Title I and non-Title I students to the Title I class. In larger schools, coordination was a more complex problem. Although Title I teachers often attended teachers' meetings, this alone did not seem to facilitate coordination. (Refer to Fugure 4, page 23)

RELEVANT COMMENTS

"Good correlation with classwork." (Principal)

"There should be more interchange subjectwise with the classroom teacher and not just a reading program with Title I." (Principal)

"It is sometimes difficult to coordinate content material with teachers." (Title I teacher)

6) Instructional Techniques

During 47 on-site visits made by the evaluation team, 37 classes were observed in session. Each class was observed for at least 30 minutes and classroom activities were recorded on a checklist. Multiple teaching techniques were often observed within this time frame. The table below illustrates the number of classes in which students were observed working independently, receiving individualized assistance from an instructor, or involved in small and large group instruction. The "overall percent of classrooms" column shows the percent of classes in which specific teaching techniques were observed. The total percent does not equal 100 because multiple techniques were observed within the 30 minute time frame.

Table 7

FREQUENCY OF OBSERVED TEACHING TECHNIQUES
N = 37 Classrooms

	Times Observed	Percent of Classrooms
Students work independently	23	62%
Staff assists student individually	13	35%
Small Group Instruction	6	16%
Large Group Instruction	7	19%

Specific classroom activities observed were also recorded in terms of frequency with which they were observed. Frequency ratings indicate the number of times activities were observed by class rather than the number of students participating in the specific activities. The "percent of classrooms" is calculated using the same format as for Table 7.

As can be seen, reading and workbook activities were the most frequently observed activities during classroom visits.

Table 8

FREQUENCY OF SPECIFIC ACTIVITIES OBSERVED
N = 37 Classrooms

	Times Observed	Percent of Classrooms
Oral Reading	15	40%
Silent Reading	18	49%
Workbook Activities	14	38%
Testing	7	19%
Blackboard Demonstrations	6	16%
Playing Instructional Games	4	11%
Oral Language Exercises	2	5%
Tape Recorder Activities	2	5%
Writing Exercises	2	5%
Typing	1	3%

It should be noted that New Century Lab teachers stated the need for more personal/small group interchange to reduce repetition and encourage group contact. However, the classroom facilities (i.e. lab booths) restrict this type of instruction. One New Century Lab teacher explained, "Title I is more tailored to the individual; in New Century the individual is more tailored to the program."

Summary

The Teacher/Student ratio increased from eight to nine students per period this year. Although all non-Title I staff were satisfied with caseload size, only 71 percent of Title I teachers were satisfied. Both Title I and non-Title I staff were very satisfied with the amount of instruction time and the curriculum content. However, six Non-Title I teachers recommended the addition of math to the Title I curriculum.

Eighty five percent of teachers and paraprofessionals rated their teamwork satisfactory. Although most teachers felt paraprofessionals were "indispensable", it should be noted that the degree of paraprofessional involvement varies according to individual capabilities and teachers' techniques.

The most frequently observed student activities were independent reading and workbook activities. Students were also observed participating in writing exercises, tape recorder activities, and oral language exercises in two classrooms each. Classroom interaction appeared to be somewhat limited, particularly at schools with small or shared classrooms.

MATERIALS AND FACILITIES

Teachers and paraprofessionals rated their level of satisfaction with various aspects of facilities and materials. Items related to materials included: quality, variety, interest level, accessibility, and academic level. On-site observations were also conducted. This section is in two parts: Materials and Facilities. Because of little variance in responses related to materials, item response rates are consolidated into one graph.

1) Materials

Eighty percent of Title I teachers and ninety percent paraprofessionals indicated satisfaction with the overall quality of materials.

Many respondents commented, "Excellent materials". Additional types of materials requested were more materials in content areas, more English comprehension materials with varied interests, and updated "non-sexist" language content materials.

One teacher recommended the use of less multiple choice materials and more open-ended response questions. This would encourage development of writing skills, and decrease the repetition of Title I classwork. New Century Lab teachers felt that lab materials were high interest, however after three years in the program, more reading topics were needed for variety (i.e. a series on entertainment related issues - athletics, movie stars, dance).

Inconsistencies in the distribution of materials were apparent in many schools. While some schools had excessive amounts of unused materials, other schools did not have enough. In addition to a need for closer material regulation, teachers requested more input into selection of new materials and the provision of demonstration workshops provided by distributors upon receipt of new materials. (Refer to Figure 5, page 29)

Audio-visual equipment was supplied by the Title I Office, in most classrooms. Rarely was equipment observed in use in classrooms other than labs. In only two classes were students observed using cassette tapes and headphone sets for instruction.

RELEVANT COMMENTS

(Satisfaction with Materials)

"I am very pleased with the wonderful materials and classroom facilities with which we work." (Title I teacher)

"Excellent materials." (Title I teacher)

"Excellent materials, well-funded." (Non-Title I teacher)

"Materials have not been updated for sexist language." (Title I teacher)

(Material Needs)

"Need reading materials in content area, i.e. history, health, language arts, social studies." (Title I teacher)

"Need more materials of varied interest on all levels." (Title I teacher)

(Material Regulation)

"Would prefer to have more input into selection of all Title I materials." (Title I teacher)

"I've got lots of unused and unrequested materials. Title I could have given them to schools beset with vandalism, fire, etc." (Title I teacher)

"In this particular school there was a drastic lack of materials, where other schools had much more. There is vandalism in this school which would make a difference." (Title I teacher)

"Since we have three Title I teachers, we need more materials." (Title I teacher)

"Inventory taken of needs and unused materials - no follow-up action." (Title I teacher)

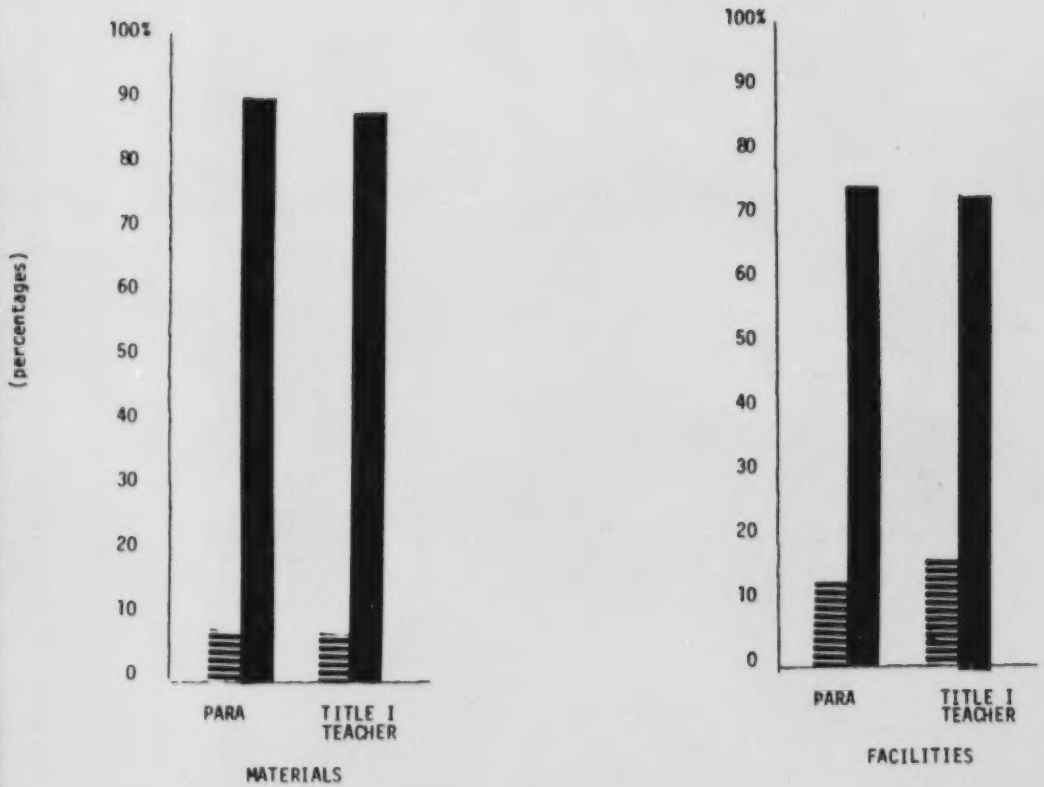
Figure 5

MATERIALS AND FACILITIES
MIDDLE SCHOOL

LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



2) Facilities

Seventy three percent of Title I teachers and seventy four percent of paraprofessionals rated their classroom facilities adequate. During on-site visits, the evaluator observed that most classrooms appeared to have adequate space, lighting, heating, ventilation, desks, bulletin boards and storage space. (See Table 9 below)

Table 9

OBSERVED CONDITION OF FACILITIES IN MIDDLE SCHOOLS
SPRING 1981
N = 47 Classrooms

	Satisfactory	Unsatisfactory
Storage Space	95%	5%
Lighting	97%	3%
Heating	100%	0%
Ventilation	89%	11%
Windows	89%	11%
Noise Level	81%	19%
Room Size	87%	13%
Blackboard	92%	8%
Bulletinboard	92%	8%
Furniture	97%	3%

It should be noted, however, that at eleven schools, shared classrooms were observed. In some of these classes "team teaching" methods were utilized. This shared environment was not conducive to group discussion because of distractions to the non-participating group. Therefore, classroom interaction was somewhat limited.

In eight classrooms, the noise level was high when teachers worked independently with students. There was no place to provide individualized assistance in small or shared proximities.

Other issues raised by respondents dealt with transient rooms, ceiling leakages, and lack of desired storage space:

> "My room is too small. It gets very crowded and I have had to leave my desk and file cabinets in another part of the building." (Title I teacher)
>
> "Two classes and a library sharing one space make all three operations difficult." (Title I teacher)
>
> "For most of the year, moved from room to room daily." (Title I teacher)
>
> "My ceiling leaks and has spoiled some materials."
>
> "Consistency of space has been a problem." (Principal)

Summary

Overall, materials were said to be excellent. Continuous effort to regulate used, unused, and needed materials was recommended by Title I teachers. Receipt of new materials should be in conjunction with instruction on materials.

Facility allocations were not consistent on a city-wide basis. Separate classrooms seemed to be most conducive to this type of teaching. Shared classrooms and small classrooms had high noise levels due to the number of students and close proximity. In some cases storage space was very limited.

IN-SERVICE/STAFF DEVELOPMENT

Five Staff Development persons were responsible for the city-wide Title I programs. Major responsibilities included provision of on-site consultation and workshops. At mid-year, 80 percent of the staff development team were new to the program due to the state of flux in the Boston School System this year. Of all program operations in Title I staff development was affected most as indicated by the variance of respondent ratings in this section.

The following aspects of in-service and staff development were rated by Title I teachers and paraprofessionals: usefulness of orientation, number, quality and input into workshops. Results of questionnaires and informal interviews regarding these items will be discussed in this section.

1) Usefulness of Orientation

Eighty percent of the Paraprofessionals and Title I teachers were satisfied with the usefulness of orientation. Orientation seemed to be especially useful for teachers new to Title I. Returning teachers and paraprofessionals recognized orientation as necessary, although content is often repetitious. This accounted for the 13 percent 'neutral' ratings from teachers and paraprofessionals.

One paraprofessional recommended more detailed information related to paraprofessional duties be included in the content of orientation. (Refer to Figure 6)

RELEVANT COMMENTS

"Orientation good, little supervision from Staff Development due to turnover." (Title I teacher)

"Orientation is perhaps more useful for teachers new to the Title I program, although separate information is provided for those experienced in the program." (Title I teacher)

"Orientation, I was not hired in time to attend it." (Title I teacher)

2) Number of In-Service Workshops

Title I teacher responses to satisfaction with the number of in-service workshops showed great variance. Note the following results:

LEVEL OF SATISFACTION WITH
NUMBER OF IN-SERVICE WORKSHOPS (TITLE I TEACHERS)

DISSATISFACTION	--	36 percent
NEUTRAL	--	21 percent
SATISFACTION	--	42 percent

New teachers expressed need for more Title I workshops. Additional non-repetitive content material was requested if more workshops were to be held. New Century Lab teachers recommended more staff meetings within their unit. New innovative teaching techniques are necessary in the labs. Workshops offered for other Title I teachers often didn't apply to the New Century Lab Program.

Seventy percent of the paraprofessionals were satisfied with the number of workshops provided. None offered comments on this point. (Refer to Figure 6, page 36)

RELEVANT COMMENTS

"Lab teachers need to come together. Five days on one type of learning is no good for enjoyment in Title I." (Title I teacher)

"As a new Title I teacher, I'd have appreciated more in-service workshops . . . The death of one of our supervisors left a large gap in the staff, as well as the tightening of funds." (Title I teacher)

"In-service necessary first year, more not needed." (Title I teacher)

"Orientation teaches the basics, other workshops not necessary." (Title I teacher)

"Aside from orientation, workshops are not necessary." (Title I teacher)

3) Quality of In-Service

In-service was provided in both formal workshops and during classroom consultation. Eighty percent of respondents expressed satisfaction with the quality of in-service. In-service workshops were well planned, effective and informative for many teachers, especially for those new to Title I. Some teachers questioned the applicability of workshops to the Title I classroom. New teachers especially benefited from workshops. Content repetition was an issue for teachers with prior Title I experience.

Due to turnover in the staff development team, classroom support lacked overall continuity and depth. The staff development team was accessible as needed, with special efforts provided to teachers new to Title I program. (Refer to Figure 7, page 38)

RELEVANT COMMENTS

"With the staffing cuts, I do not see how the in-service program can maintain its previous quality." (Title I teacher)

"An on-going infra-structure would infuse a more continuous atmosphere of support and growth in the participating teachers." (Title I teacher)

"Our staff development people were/are excellent." (Title I teacher)

"The workshops are well-planned, effective, and informative." In 22 years of teaching I have never felt so well prepared." (Title I teacher)

"Workshops are a waste except for teachers new to Title I." (Title I teacher)

"Workshops repetitive after first year." (Title I teacher)

"Workshops are theoretical. They don't deal with realities of the classroom." (Title I teacher)

4) Input into Workshop Content

A relatively low number of teachers and paraprofessionals were satisfied with their degree of input into workshop agendas, (68 percent). Because of the limited number of workshops this year, opportunity for input to be implemented was limited.

Suggestions for future workshop content was given by some teachers. New material demonstrations and instruction, student motivational techniques, and peers sharing were recommended workshop topics. (Refer to Figure 7)

Summary

At mid-year four of the five staff development personnel were replaced. Primary functions of the staff development team were to provide on-site consultation and inservice instruction to Title I personnel.

Orientation was viewed as useful and necessary by teachers and paraprofessionals. Number of workshops and continuity of on-site visits were affected by staff turnover. Efforts were made to provide support to new teachers. Title I teachers desired continued input into workshop agendas to avoid irrelevant and repetitious content. Suggested content included material usage and motivational techniques.

Figure 6

INSERVICE/STAFF DEVELOPMENT
ORIENTATION AND NUMBER OF WORKSHOPS

MIDDLE SCHOOL

LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100

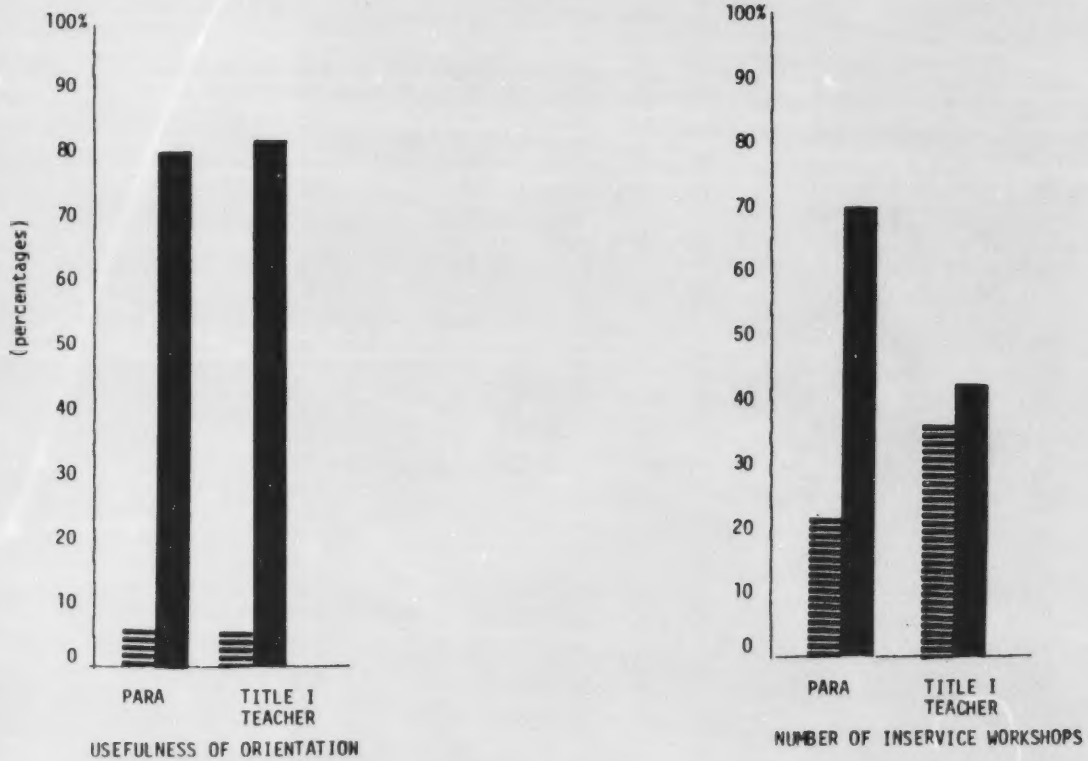


Figure 7

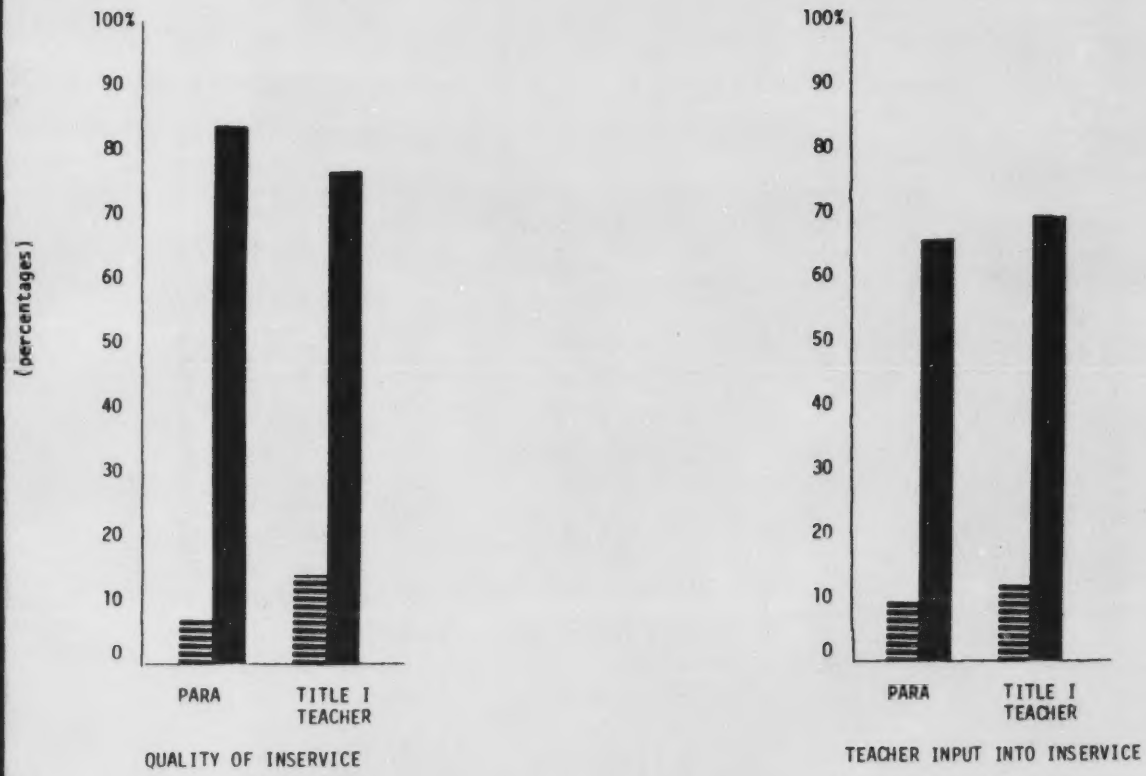
INSERVICE/STAFF DEVELOPMENT
QUALITY OF INSERVICE AND TEACHER INPUT

MIDDLE SCHOOL

LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



COMMUNICATIONS

Communication of Title I rules and regulations, notification of special events to Title I staff, and interstaff communications are discussed in this section. Results are based on questionnaire and informal interview findings.

1) Communication of Title I Rules and Regulations to Non-Title I Staff

Over ninety percent of principals felt that Title I regulations were effectively communicated to non-Title I staff. However, only 77 percent of Title I teachers and 61 percent of non-Title I teachers were satisfied with the degree of communication of rules and regulations.

RELEVANT COMMENTS

"The Title I administration should explain the role of the program and the regulations to non-Title I staff." (Title I teacher)

"There should be more communication to discuss the curriculum and goals of Title I with classroom teachers." (Non-Title I teacher)

2) Inter-Communications

Level of communications between the following Title I involved groups were rated by principals, teachers, and paraprofessionals:

- Title I Administration
- Principals
- Title I Teachers
- Non-Title I Teachers
- Paraprofessionals
- Parents

Over 90 percent of all respondent groups gave ratings of satisfied with Communications with Title I administration and principals. (Refer to Figures 9 and 10, pages 41 and 42.) It appears that Title I and local school administrators were supportive and accessible as required.

Eighty seven percent of the respondent Title I teachers were pleased with the level of communication between paraprofessionals and themselves. Dissatisfaction in teacher/paraprofessional communication prevailed when teachers felt the assigned paraprofessionals were underqualified for middle school instruction. This occurred in four reported cases.

Level of communication between Title I and non-Title I teachers averaged 80 percent satisfaction. Designated Title I and non-Title I teacher conference time, particularly with the homeroom teachers, was recommended by involved staff.

Parent communication ratings averaged 64 percent. This was the weakest link in Title I program communications. Factors promoting and preventing increased parental communication are discussed in the section entitled "Parent Participation."

RELEVANT COMMENTS

"Good communication with teachers in regular and special education." (Non-Title I teacher)

"It (Title I) should have cooperation from the entire faculty. Administrators and teachers should be instructed in the importance of this program." (Paraprofessional)

"More concrete time for teacher to teacher conferences. As things work now, it is a 'random' between classes type of conference. When the classroom teacher has a self-contained class it is difficult to pin the Title I teachers down. Some specific conference time would help." (Non-Title I teacher)

"Weekly or bimonthly meetings of Title I and classroom teacher." (Non-Title I teacher)

"More communication with homeroom teacher." (Non-Title I teacher)

3) Notification of School Activities

Seventy eight percent of Title I teachers and paraprofessionals were satisfied with communication of school-wide activities and special events to Title I staff. Occasionally, field trips or testing were planned and Title I teachers were not notified. (Refer to Figure 8, page 42.) This necessitated last minute lesson planning adjustments, as stated by one paraprofessional:

"We seem to be the last to know about events that include our children. At this point split second changes in lesson planning have to be made." (Paraprofessional)

Summary

In summary, Title I staff and principals understood the rules and regulations. Non-Title I teachers were less satisfied with their knowledge of Title I rules and regulations. Inter-staff communications were rated highest among Title I and local school administrators. Teacher/paraprofessional communications were rated with second highest level of satisfaction. Communication breakdowns between Title I and non-Title I staff occured due to lack of designated conference time. Parent communications received the lowest level of satisfaction ratings.

Figure 8

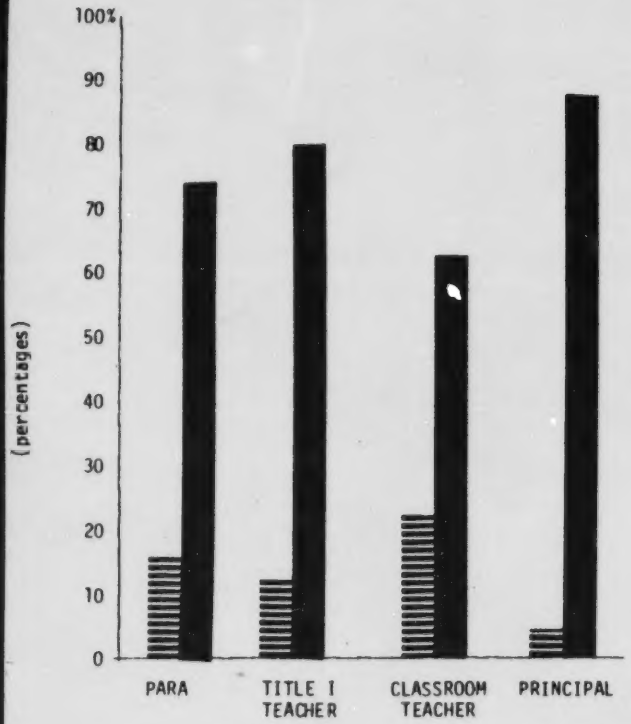
COMMUNICATIONS
NOTIFICATION OF TITLE I REGULATIONS
AND SCHOOL ACTIVITIES

MIDDLE SCHOOL

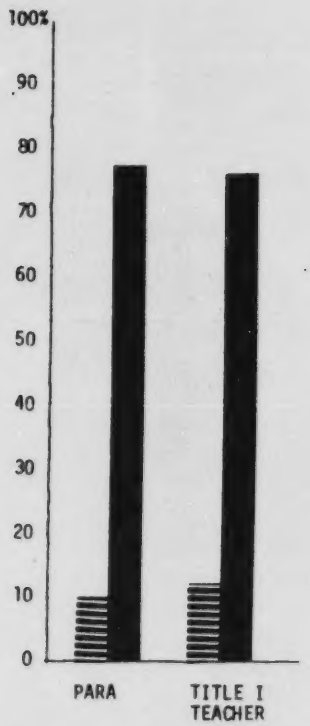
LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



COMMUNICATION OF TITLE I GOALS & REGULATIONS
TO NON-TITLE I STAFF



NOTIFICATION TO TITLE I
STAFF OF SCHOOL ACTIVITIES

Figure 9

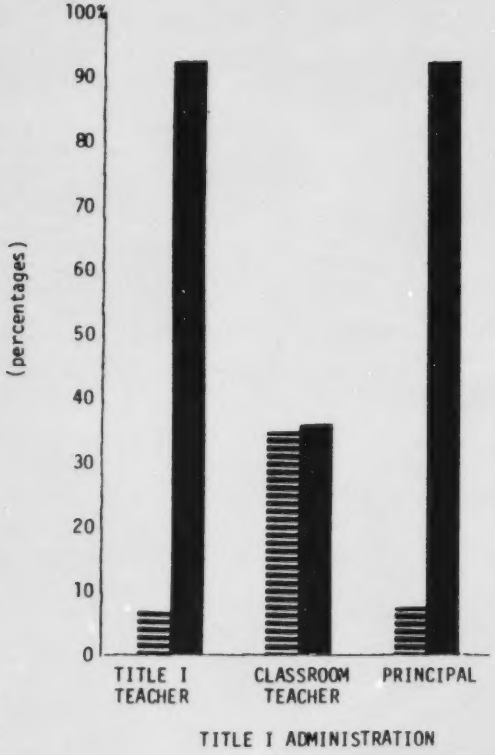
COMMUNICATIONS
TITLE I ADMINISTRATION AND SCHOOL PRINCIPAL

MIDDLE SCHOOL

LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



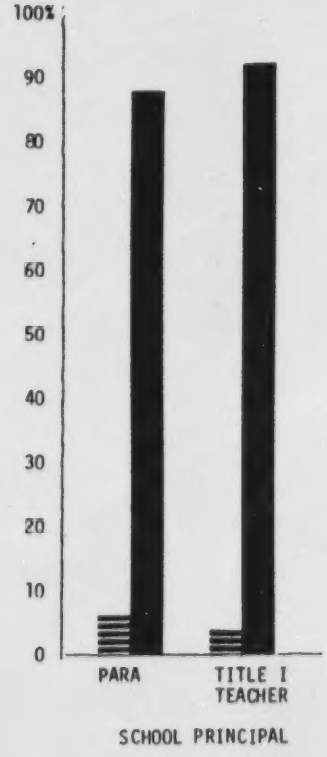


Figure 10

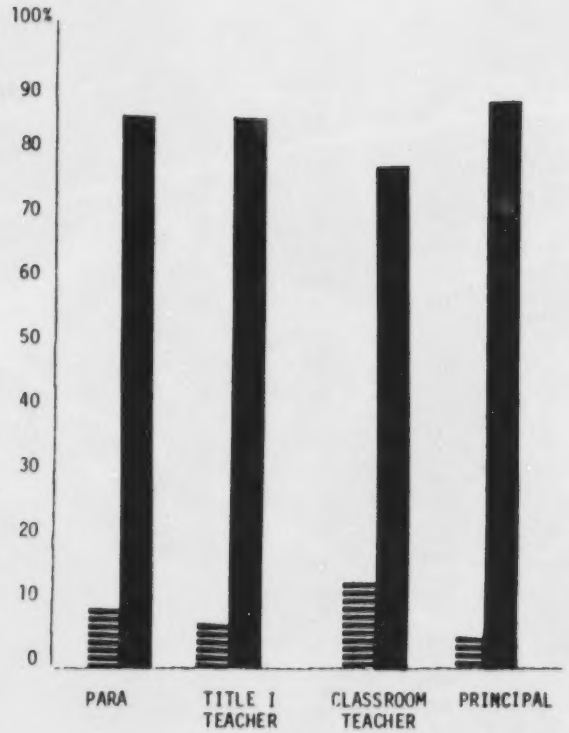
COMMUNICATIONS
BETWEEN TITLE I AND CLASSROOM TEACHERS,
PARAPROFESSIONALS AND PARENTS

MIDDLE SCHOOL

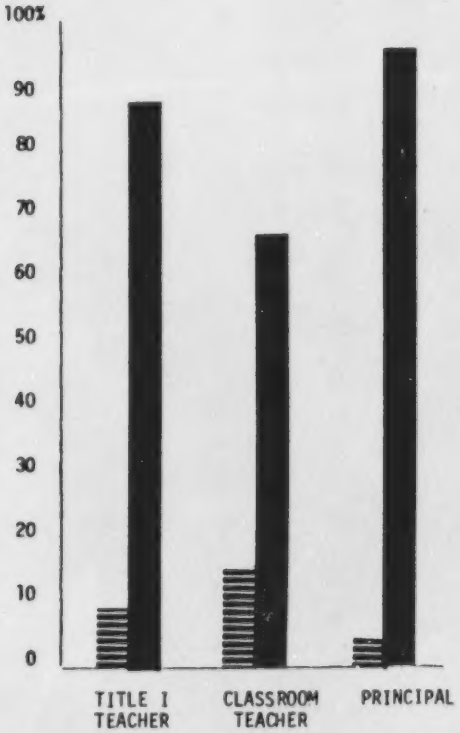
LEGEND

- DISSATISFACTION
- SATISFACTION

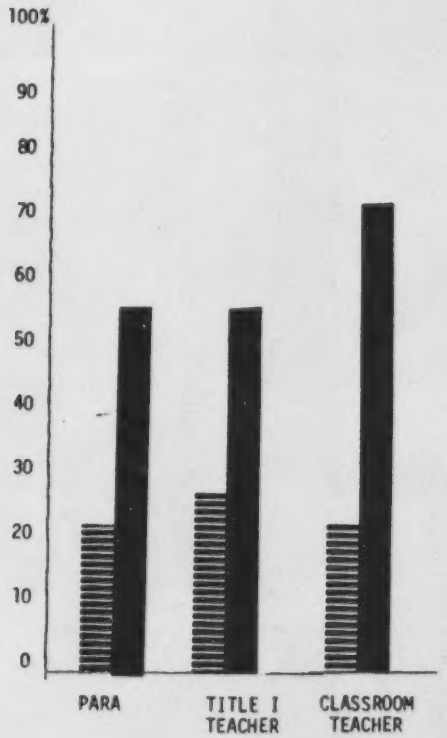
NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100



COMMUNICATION BETWEEN TITLE I AND CLASSROOM TEACHERS



PARAPROFESSIONALS



PARENTS

4) Parent Participation

Principals rated parental support of overall school programs. Response rates correlate with those indicating level of parental involvement specific to Title I programs. (See Table) Note the principal response rates below:

PRINCIPALS' LEVEL OF SATISFACTION WITH PARENT SUPPORT
N = 28

DISSATISFACTION	--	34 percent
NEUTRAL	--	33 percent
SATISFACTION	--	33 percent

The scope of parental involvement spans the total spectrum. At the middle school level, parent involvement was minimal. Parent involvement was often non-existant at this grade level, unless initiated by Title I teachers. School-wide parent meetings had low attendance; Title I PAC was non-existant in many schools. Reportedly notices and letters sent home often received no response.

Although direct parent contact with Title I programs was limited, this does not mean parents are <u>not</u> supportive of Title I. Factors such as work, distance and childcare needs may have prevented physical involvement. Parents who declared a lack of Title I support refused provision of services to their children because of "stigmatizing labels" attached to Title I, and the problem of missing regular course work.

Most teachers felt parents were tacitly cooperative and supportive of the Title I program. Most frequent parent communications occured by phone. On such occasions parents were usually cooperative and supportive. More in-class parent/teacher conferences were encouraged by Title I staff.

RELEVANT COMMENTS

"Parents at this age group are not very active on a large scale for any school activities, but that does not mean they are non supportive." (Principal)

"Parents are extremely grateful for the presence of the Title I program." (Principal)

"Parents would rather see this program implemented in the lower grades. They feel this is where the reading basics should be emphasized." (Principal)

"Parents feel Title I interferes with other subjects." (Principal)

"Parents do not respond to letters or notices." (Title I teacher)

"Never see a parent." (Title I teacher)

"Parental input spans the entire length and breadth of the universe." (Title I teacher)

"It is hard to involve parents of middle school students. Parents' meetings are often held during day when most of our students' parents are working." (Title I teacher)

"Parents are not as involved in Title I as they should be." (Title I teacher)

"Parents' meetings in classroom so that we may consult with them personally." (Paraprofessional)

"Combine Title I and PTA meetings." (Paraprofessional)

Summary

Parent involvement at the middle school level was generally low for both Title I and non-Title I programs. Parent meetings were poorly attended. Primary contact was teacher initiated. Although parent involvement was limited, teachers felt that parents tacitly support the Title I program. Staff encouraged more parent/teacher conferences.

PROGRAM OUTCOME JUDGEMENTS

Teachers, paraprofessionals, and principals were asked to make subjective judgements regarding greatest student gains in this middle school reading/language arts program. Rating levels were HIGH - MEDIUM - LOW IMPROVEMENT. Gains were based on Secondary Title I priorities for this year: reading/math performance, self-concept, attitude toward school. Respondents also rated their perceptions of students' enjoyment of Title I.

Percent averages for "high" ratings were computed for all respondent groups by item. Gains were ranked in the following order: Reading/Math gains (81 percent); Student enjoyment of Title I (79 percent); Increased self-concept (74 percent); Improved attitude toward school (60 percent). Greatest gains were in reading and math. Ratings showed little indication that Title I was perceived as improving student attitudes toward school. (Refer to Figures 11 and 12, pages 48 and 49.)

RELEVANT COMMENTS

(Academic Gains)

"The Title I program has been extremely beneficial to the students who need remediation and who would not be able to have it otherwise due to our large classes and large school enrollment." (Principal)

"I feel that it is an extremely worthwhile program both academically and socially. Small group structure and interaction is invaluable to low achieving students." (Title I teacher)

"The students involved in the Title I Program have shown marked improvement in their reading and comprehension skills. The students like the program very much and are very pleased with their caring teachers. Excellent program." (Non-Title I teacher)

"Title I improves reading skills of its target student - very satisfied with reading results." (Non-Title I teacher)

"I feel the children benefit from the reading program. At the conclusion of one year in the program the children's level of reading has improved greatly." (Paraprofessional)

(Attitudinal Gains)

"Students have gained confidence in themselves by being able to accomplish goals at their own independent functioning level of performance through the Title I program. This attitude has helped them deal with regular classroom situations more positively." (Non-Title I teacher)

"Immediate positive enforcement, more direct service to individual students, provides consistent emotional stability to emotionally disabled students." (Non-Title I teacher)

"Students on a whole enjoy Title I." (Title I teacher)

"Many reluctant readers enjoy reading in this program." (Non-Title I teacher)

"For students who have not had any additional services outside classroom, it has helped their whole motivation level and given them a better concept of themselves as they experience success." (Principal)

(Problems)

"I find that Title I students are very reluctant to be in Title I due to pride and they are too well supervised and have to produce." (Title I teacher)

"I do like the program and I have an excellent teacher, but sometimes it is hard to convince the students and parents of students that the child needs and will benefit from the program." (Principal)

Figure 11

PROGRAM OUTCOME JUDGEMENTS
READING/MATH AND SELF-CONCEPT GAINS

MIDDLE SCHOOL

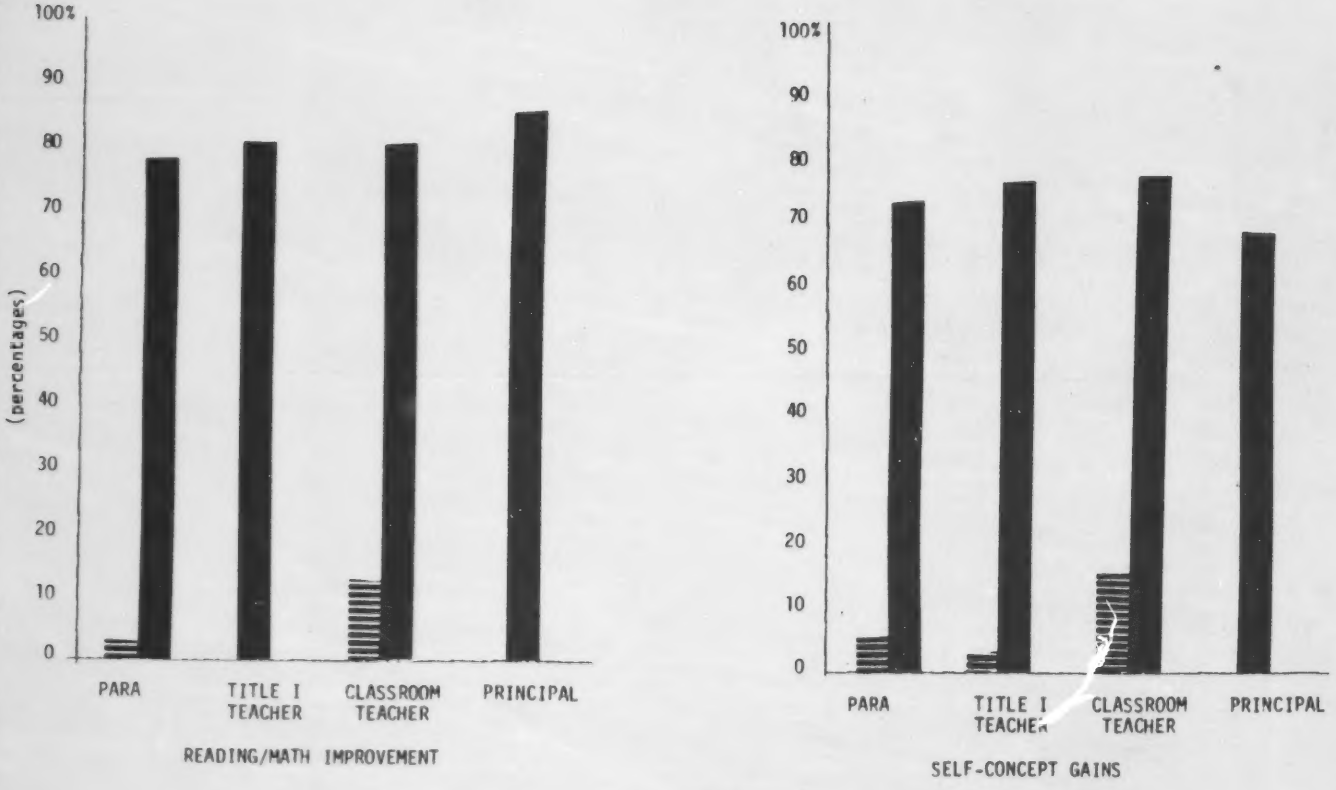
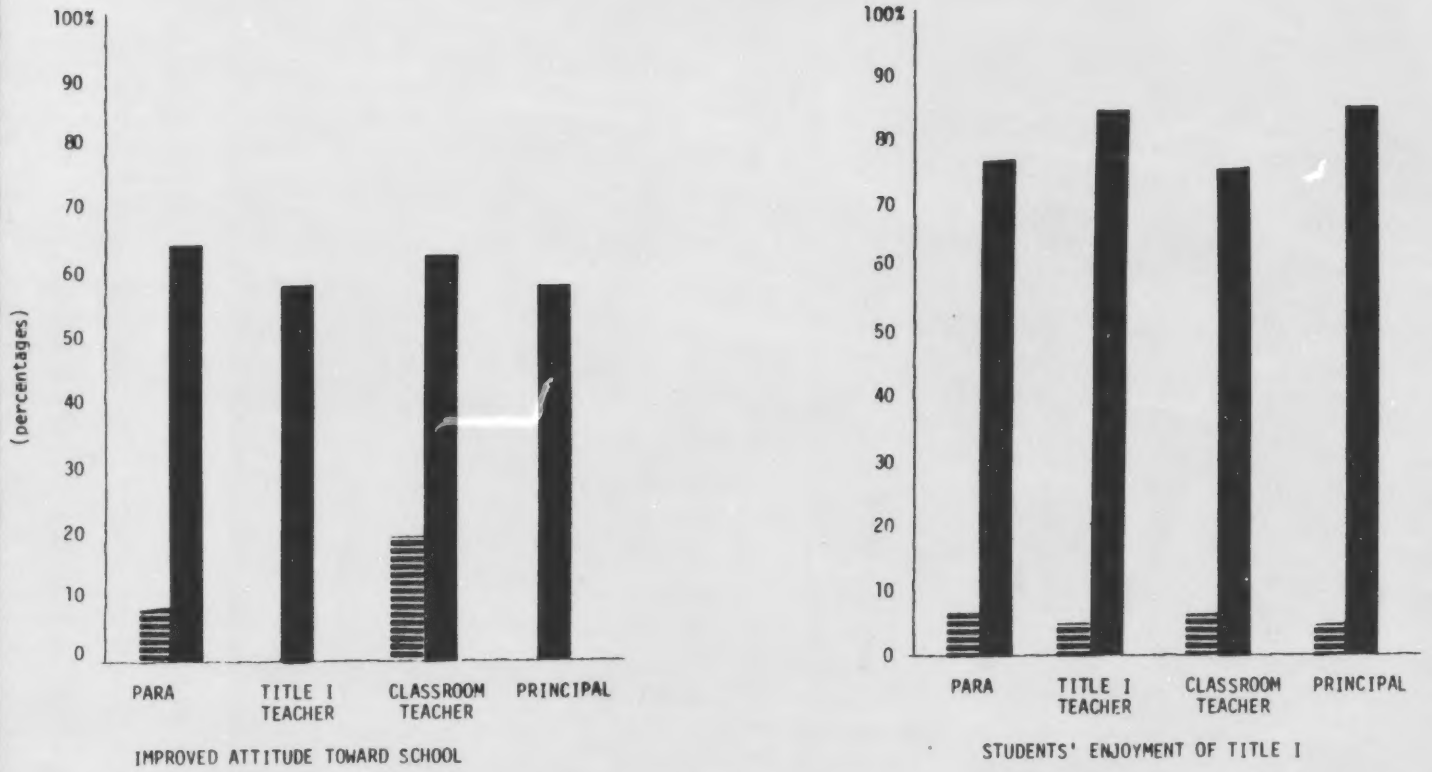


Figure 12

PROGRAM OUTCOME JUDGEMENTS
STUDENT ATTITUDE TOWARD SCHOOL AND ENJOYMENT
OF TITLE I

MIDDLE SCHOOL



C. Summative Evaluation Results

1. Introduction

In this section the summative evaluation results for the middle school Title I Reading program are presented. These are given in terms of the standardized test results and the teachers ratings of the achievement of Reading Performance Objectives. The pre and post tests were given in October 1980 and in May 1981. The Reading Performance Objectives were rated throughout the year, with the final data taken from the individual rating sheets passed in by the teachers at the end of the school year.

The major findings of this section are that the Title I Middle School students, on the average, met or exceeded the stated goal of one NCE point gain in all grades and for all programs studied. The average percent of the Reading Performance Objectives achieved ranged 47 to 64 percent for the various grades and programs analyzed here. Greater details of these evaluation findings are presented in the following sections.

2. Results of Metropolitan Achievement Reading Survey Tests (1978 Edition)

As stated in the objective for this program, by the end of the school year Title I Middle School students were expected to show an increase of one normal curve equivalent (NCE) on pre-post administration of the Metropolitan Achievement Test in Reading (1978 Edition).

Program Objective

Given a 45 minute instructional period in reading four days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score (NCE) as measured by the appropriate levels of the Metropolitan Achievement Reading Survey Tests.

Tests were administered to middle school students in October 1980 and May 1981, and the results were analyzed. Only students who took both pre and post tests were included in the final analysis. This group comprised 2,118 students in the middle schools. There were 865 sixth grade students, of whom 632 were in regular Title I public school programs, 111 in parochial and 122 in schools with New Century Educational Centers (NCEC). Of 658 seventh graders, 409 were in regular public, 111 in parochial and 138 in NCEC programs. Of 595 eighth graders, there were 356 in regular public, 115 in parochial and 124 in NCEC programs.

The pre-post test reading results of the Metropolitan Achievement Tests are presented in Table 10. These scores are presented for 6th, 7th and 8th grades separately by public, parochial, and NCEC schools (The New Century Educational Center Program (NCEC), is described on page 7). The totals by grade level are also presented.

Though the average raw scores, percentiles, and Normal Curve Equivalents (NCEs) are all presented, it is the NCE scores that will be discussed in this report because federal Title I regulations require that student achievement growth scores be reported in terms of NCEs.* If students have a positive NCE

* NCE scores are a type of standard score that is useful because (1) They can be added and subtracted and (2) The NCE scale coincides with percentiles at three points 1, 50, and 99. An NCE is determined by the formula:

$$NCE(X) = \left[\left(\frac{\text{Raw Score X} - \text{Raw Score Mean X}}{\text{Standard Deviation of X}}\right) \text{ times } 21.06\right] + 50.0$$

scores they are making more progress between pre and post tests than the average of the national norming group. A zero NCE gain score means students are "holding their own", neither gaining nor losing ground in comparison to the national norm group. A negative NCE gain means that students are "losing ground" relative to the national norm group.

The results indicate that for both the Public schools and the Parochial schools, the NCE gains were positive for all three grade levels. Thus it can be concluded:

> **Boston Title I Middle School students improved more on Metropolitan Reading scores than did the national norm group.**

Furthermore, using the Program Objective of a 1.0 NCE gain, it can be concluded that:

> **Middle School Title I programs met or exceeded the stated goal of a 1.0 nce gain on the Metropolitan Achievement Reading Survey tests at the sixth, seventh, and eighth grade levels, in both public and parochial schools**

Although the gains were positive for all three grade levels, the amount of the gain declined over the three years. For the total group of Boston Title I matched pre-post tested students, the NCE gains were 10.0 for the 6th graders, 5.7 for the 7th graders, and 3.8 for the 8th graders.

Why the gains were greater in the sixth grade than in the eighth grade is not obvious. It may relate to the curriculum being used or to a difference in the peer social or educational environment. It is also possible that the older students who are still in Title I may have greater trouble learning than sixth grade students. It is unlikely that the effect is due to differences in

Table 10

SUMMARY OF THE RAW SCORES, PERCENTILE AND NCE READING SCORES OF MIDDLE SCHOOL STUDENTS ON THE METROPOLITAN ACHIEVEMENT TESTS

	N	Raw Scores Pre	Raw Scores Post	Raw Scores Gain	Percentile Pre	Percentile Post	Percentile Gain	NCE Pre	NCE Post	NCE Gain
PUBLIC SCHOOLS										
Grade 6	632	25.4	35.5	10.1	15.2	28.9	13.7	28.4	38.3	9.9*
7	409	17.9	23.2	5.3	12.4	19.6	7.2	25.7	32.0	6.4*
8	356	18.4	23.4	5.0	11.4	15.4	4.0	24.6	28.5	4.0*
PAROCHIAL SCHOOLS										
Grade 6	111	32.5	40.2	7.7	26.8	37.5	10.7	37.0	43.3	6.3*
7	111	24.8	29.4	4.6	31.5	36.0	4.5	39.9	42.5	2.6*
8	115	26.9	30.7	3.9	29.4	31.2	1.8	38.6	39.7	1.0*
NCEC SCHOOLS										
Grade 6	122	24.1	35.4	11.3	13.5	29.0	15.5	26.8	38.3	11.5*
7	138	17.2	23.0	5.8	11.9	18.6	6.7	25.1	31.2	6.1*
8	124	19.9	26.7	6.8	14.4	21.8	7.4	27.6	33.6	6.0*
TOTAL STUDENTS										
Grade 6	865	26.1	36.1	10.0	16.3	30.0	13.7	29.3	39.0	10.0*
7	658	18.9	24.2	5.3	14.8	21.8	7.0	28.0	33.6	5.7*
8	595	20.4	25.5	5.1	14.7	19.2	4.5	27.9	31.7	3.8*

*denotes statistically significant pretest to posttest gain

the level of pretest performance since the rank order of pre-test NCE scores is not the same as the rank order of post-tests. In any case, a third major finding is:

> **Sixth grade Boston Title I pre-post tested students gained an average of 10.0 NCE points, seventh graders 5.7 and eighth graders only 3.8 NCE points.***

When the three types of schools are compared, the New Century (NCEC) lab schools had by far the strongest NCE gains on the reading achievement test in the sixth and eighth grades. For the sixth graders, the NCEC students gained an average of 11.5 NCE points while the public school students gained 9.9 NCE points and the parochial school students gained 6.3 NCE points. Similarly for the eighth graders, NCEC students gained 6.0 NCE points while other public school students gained 4.0 NCE points, and parochial students gained 1.0 NCE points. However, this pattern did not hold for the seventh graders where public school students had a slight edge (6.4 NCE points), followed by NCEC students (6.1 NCE points), and finally the parochial students with 2.6 NCE points.

In general then, the following conclusions can be reached.

> **The greatest NCE point reading score gains were attained by the NCEC program followed by the regular Public School Title I Program. The Parochial School Program made the lowest gains, but still met or exceeded the goals in all three grades.**

One reason why the parochial students may have had smaller NCE gains than the public school students was that they started at a higher level of

---

* It should be noted, however, that the average for the 7th grade NCEC programs was not statistically significantly different from 0.0, mainly because this was a very small group.

achievement in terms of pretest scores. The pretests of the parochial students averaged more than ten NCE points higher than the public school students. Thus, the public school students tended to close much of the gap between themselves and the parochial school groups through their Title I programs in these grades.

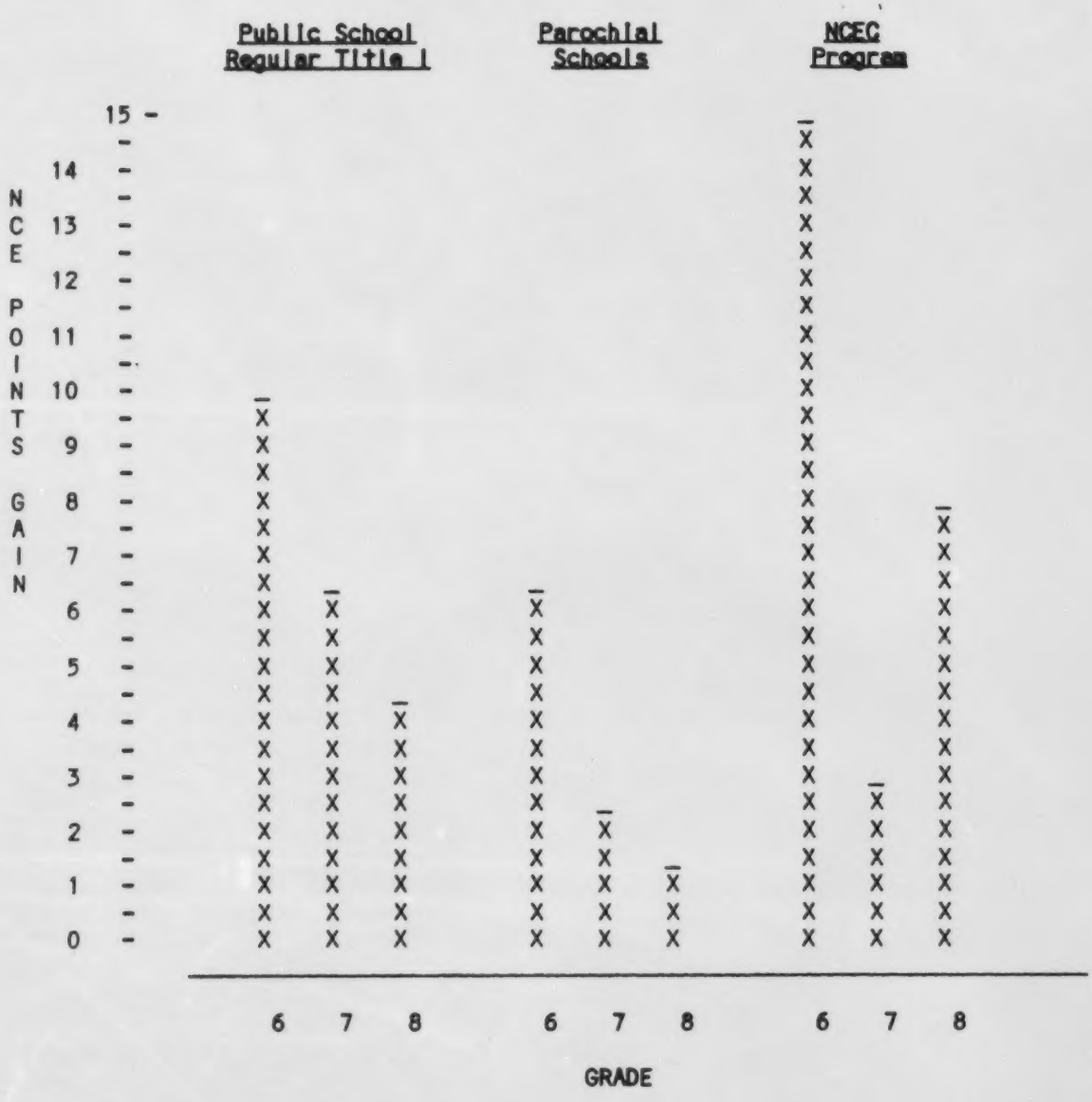
In general then, we can summarize the findings as follows:

- Middle School Title I programs met or exceeded the goal of 1 NCE gain in Metropolitan Reading Survey tests.
- Gains were greatest in the sixth grade, least in the eighth grade.
- Public school students gained more than parochial school students.
- The NCEC Program had greater gains than the regular Title I Programs for the sixth and eighth grades but not for the seventh grade.

Figure 13

MIDDLE SCHOOL NCE READING SCORES GAIN OF THE

METROPOLITAN ACHIEVEMENT TESTS



3. Results for LANGUAGE ARTS for Middle School Students

The objectives for the Title I program in Reading/Language Arts with respect to language arts were stated as follows:

> Given an individualized 45 minute instructional period in language arts, one day a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score as measured by the appropriate level of the California Achievement Test, 1977-1978 Edition.

Public School Students

The results for the Language Arts subtests on the California Achievment Tests for public middle school students are presented in Table 11. These results indicate that for grades 6, 7, and 8 and for all the subtests, pre-post test gains were greater than the target of 1.0 NCE points.

For SPELLING the NCE gains were 4.8, 6.0, and 1.2 for the sixth, seventh and eighth grades respectively. For LANGUAGE-MECHANICS the NCE gains were 5.6, 3.2, and 2.8 while for LANGUAGE EXPRESSION they were 5.3, 2.8, and 2.8. For the TOTAL LANGUAGE test results the NCE gains were 7.2, 2.9, and 2.9.

These results can be summarized as follows.

- On pre-post California Achievement Tests of Language Arts all three grades met or exceeded the target of 1.0 gains in NCE points.
- Except for Spelling, the sixth graders gained more NCE points on the pre-post testing on the California Achievement Tests than did the seventh or eighth graders.

Table 11

SUMMARY OF GRADE EQUIVALENT, PERCENTILE AND NCE SCORES ON THE LANGUAGE ARTS SUBTESTS OF THE CALIFORNIA ACHIEVEMENT TESTS FOR PUBLIC MIDDLE SCHOOL STUDENTS*

Grade	N	Grade Equivalent			Percentile			NCE		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
6	592	4.6	5.3	0.7	28.0	36.0	8.0	37.7	42.5	4.8
7	436	5.0	5.7	0.7	26.0	36.0	10.0	36.5	42.5	6.0
8	335	6.9	7.1	0.2	34.0	36.0	2.0	41.3	42.5	1.2
					LANGUAGE-MECHANICS					
6	592	3.8	4.5	0.7	19.0	27.0	8.0	31.5	37.1	5.6
7	436	4.2	4.7	0.5	20.0	24.0	4.0	32.3	35.1	3.2
8	335	4.6	5.4	0.8	21.0	25.0	4.0	33.0	35.8	2.8
					LANGUAGE EXPRESSION					
6	592	3.8	4.6	0.8	22.0	30.0	8.0	33.7	39.0	5.3
7	436	4.1	4.7	0.6	20.0	24.0	4.0	32.3	35.1	2.8
8	335	4.8	5.9	1.1	20.0	24.0	4.0	32.3	35.1	2.8
					TOTAL LANGUAGE					
6	592	3.8	4.6	0.8	17.0	27.0	10.0	29.9	37.1	7.2
7	436	4.2	4.8	0.6	19.0	23.0	4.0	31.5	34.4	2.9
8	335	4.9	5.8	0.9	19.0	23.0	4.0	31.5	34.4	2.9

* Students in the New Century Lab Program (NCEC) did not take this test

Parochial School Students

Parochial middle school results on the Language Arts subtests on the California Achievement Tests are presented in Table 12. With the exception of language expression scores in grade 8, the results indicate that pre-post test gains on all subtests were greater than the target of 1.0 NCE points.

For SPELLING the NCE gains were 3.2, 4.3, and 5.4 for the sixth, seventh and eighth grades respectively. For LANGUAGE MECHANICS the NCE gains were 2.6, 1.5, and 2.7 while for LANGUAGE EXPRESSION they were 3.6, 2.2, and 0.4. For the TOTAL LANGUAGE test results the NCE gains were 3.0, 2.3, and 1.4.

These results can be summarized as follows.

- With the exception of eighth grade spelling scores, all three grades met or exceeded the target of 1.0 gains in NCE points on pre-post California Achievement Tests.
- Except for Spelling, sixth graders gained more NCE points on the pre-post testing of the California Achievement Tests than did seventh or eighth graders.

In comparing public and parochial NCE gains, public school students did better in all areas. (One exception was eighth grade spelling scores.) However, it should also be noted that parochial students began the year with higher pre-test scores.

Table 12

SUMMARY OF GRADE EQUIVALENT, PERCENTILE AND NCE SCORES ON THE LANGUAGE ARTS SUBTESTS OF THE CALIFORNIA ACHIEVEMENT TESTS FOR PAROCHIAL MIDDLE SCHOOL STUDENTS

Grade	N	Grade Equivalent			Percentile			NCE		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
6	103	6.5	7.3	0.8	45.3	51.4	6.1	47.5	50.7	3.2
7	109	6.7	7.7	1.0	42.8	50.9	8.1	46.2	50.5	4.3
8	98	8.0	8.9	0.9	40.9	51.2	10.3	45.2	50.6	5.4
					LANGUAGE-MECHANICS					
6	102	5.7	6.8	1.1	43.6	48.4	4.8	46.6	49.2	2.6
7	109	5.9	6.7	0.8	36.1	38.7	2.6	42.5	44.0	1.5
8	98	7.4	8.5	1.1	40.8	45.9	5.1	45.1	47.8	2.7
					LANGUAGE EXPRESSION					
6	103	5.5	6.6	1.1	42.8	49.7	6.9	46.2	49.8	3.6
7	109	6.3	7.1	0.8	40.9	45.0	4.1	45.2	47.4	2.2
8	98	7.7	8.4	0.7	44.5	45.3	0.8	47.1	47.5	0.4
					TOTAL LANGUAGE					
6	102	5.5	6.6	1.1	41.9	47.6	5.7	45.7	48.7	3.0
7	109	6.2	7.0	0.8	37.7	41.9	4.2	43.4	45.7	2.3
8	97	7.5	8.4	0.9	43.2	45.9	2.7	46.4	47.8	1.4

4. Results of the Achievement of Performance Objectives

During the year, middle school students were rated on their achievement of performance objectives. These objectives are fully described in the document entitled Reading Performance Objectives, 1980-1981-1982 for the Title I Program of Boston. According to the document, the reading objectives are the basis of instruction for the Title I middle school reading program. Students were expected to achieve an average of 80 percent of the Reading Performance objectives.

At the middle school level, there were 72 Reading Performance objectives addressing six major areas. These areas and the number of objectives in each are presented in Table 12.

Table 13

READING PERFORMANCE OBJECTIVES

Area	Number of Objectives
WORD ANALYSIS	12
VOCABULARY	17
COMPREHENSION	16
STUDY SKILLS	16
LANGUAGE ARTS	8
LISTENING	3
TOTAL	72

The data reported was obtained from rating sheets filled out by the Title I teachers during the year. In these sheets the teachers rated the achieve-

ment of each objective for each student. The number of objectives attained in each area was recorded for each child.

Table 14 is a detailed table reporting the percents of the objectives achieved in each major area by grade level and by program. Three programs are reported: public, parochial, and the New Century Recording Lab (NCEC). The Jackson-Mann program will be reported separately. In the pages following Table 14 several figures are presented which separately present the average performance achieved for each grade.

Table 14 shows the percent of TOTAL objectives met by program and grade level. As might be expected, the seventh and eighth graders achieved a higher proportion of the objectives than sixth graders did. The average percent of objectives met by eighth graders in the public school programs was 9 percent higher than for sixth graders. In the parochial schools, there was an 11 percent difference.

However, it appears that the two public school programs did not achieve higher results in the eighth grade than the seventh grade. In fact, for the NCEC programs there was a decline. Thus the seventh and eighth grades ended the year at about the same level in terms of percent of objectives attained.

The regular public school Title I program had the highest rated percent of objectives achieved at each grade level. In two of the three grades the NCEC program had the lowest percent of objectives rated as achieved (even though the NCEC students scored better, on the average, on the Metropolitan Reading test).

All three programs and all three grade levels failed to reach the 80 percent achievement level originally set as a goal.

This overall summary information is presented more simply and graphically in Figure 14 which presents the percent of TOTAL objectives by program and

Table 14

MEAN PERCENT OF OBJECTIVES ACHIEVED AND ATTENDANCE BY PROGRAM AND GRADE FOR MIDDLE SCHOOL STUDENTS

	PROGRAM								
	Public			Parochial			NCEC		
(GRADE)	6	7	8	6	7	8	6	7	8
OBJECTIVES									
Word Analysis (12 Objectives)	73%	78%	79%	76%	85%	83%	58%	70%	74%
Vocabulary (17 Objectives)	61%	69%	69%	57%	67%	70%	40%	56%	55%
Comprehension Skills (16 Objectives)	48%	54%	59%	45%	56%	60%	47%	59%	61%
Study Skills (16 Objectives)	45%	50%	53%	36%	38%	44%	36%	53%	48%
Language Arts (8 Objectives)	54%	56%	63%	50%	55%	68%	55%	61%	34%
Listening (3 Objectives)	50%	56%	57%	57%	60%	60%	83%	73%	80%
TOTAL (72 Objectives)	55%	64%	64%	52%	59%	63%	47%	60%	56%
ATTENDANCE (In days)	99	96	96	113	108	109	101	89	91
Range* of N's on which %'s are based	704 to 726	534 to 549	420 to 453	92 to 123	92 to 127	104 to 119	63 to 156	105 to 198	79 to 151

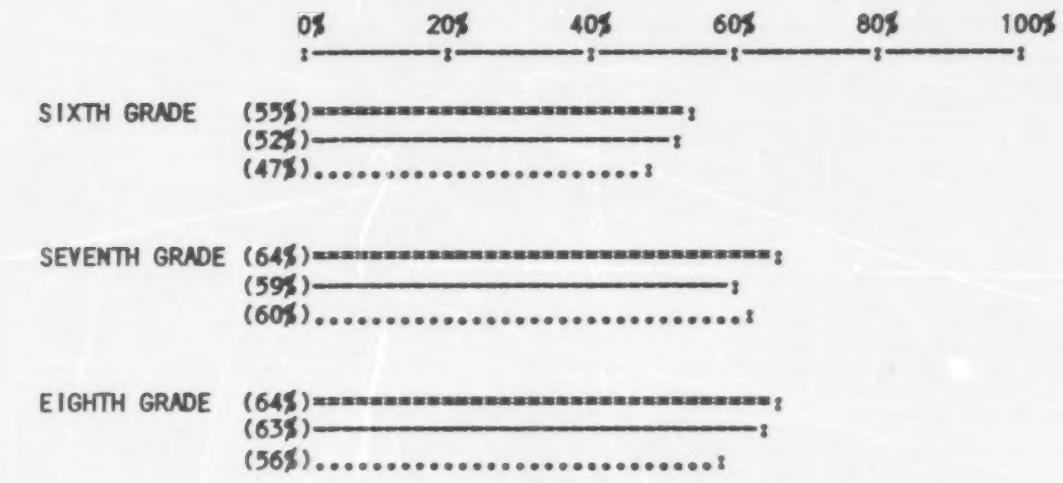
* N's are given as a range since teachers did not test all children on all objectives

grade level. As might be expected, the seventh and eighth graders achieved a higher proportion of the objectives than did the sixth graders. In the NCEC program, however, there was a 17 percent rise in the 7th grade followed by a 4 percent drop in 8th grade. The reason for this peak and fall is not apparent.

When comparing programs at each grade level the public school program had the highest rated percent of objectives achieved. In two of the three grades, the NCEC program had the lowest achievement of objectives.

Figure 14

PERCENT OF TOTAL OBJECTIVES ACHIEVED BY PROGRAM AND GRADE
FOR MIDDLE SCHOOL STUDENTS



KEY

===== Public Schools
——— Parochial Schools
..... NCEC Schools

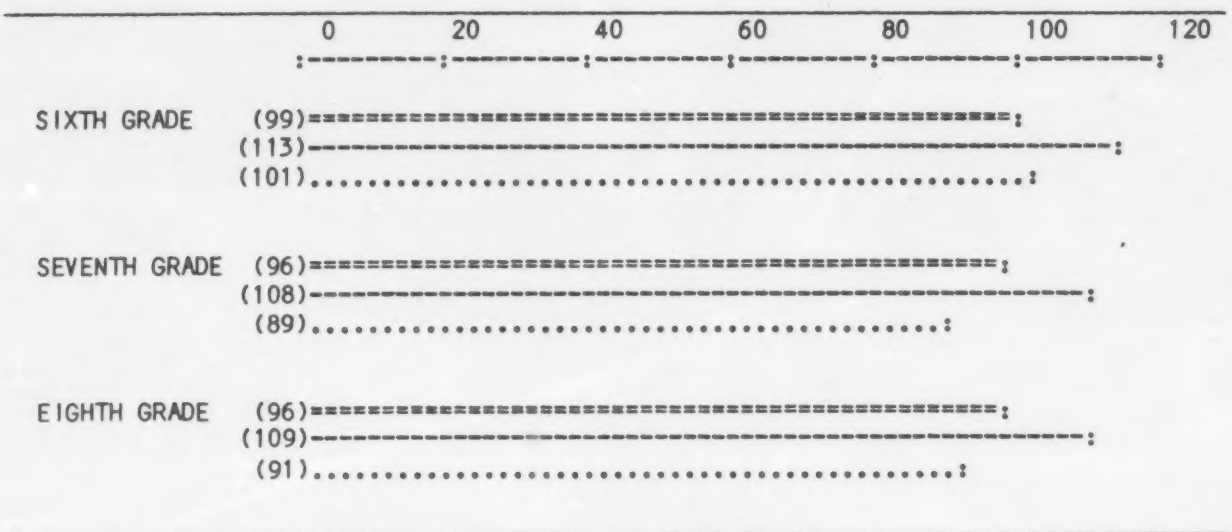
All three programs at all three grade levels failed to reach an 80

percent achievement level. In all three programs eighth graders achieved a higher percent of the performance objectives than sixth graders.

In Figure 15 the total attendance by grade and program is presented. The major finding is that in all three grade levels the parochial school students had higher attendance. Compared to the public school students, the parochial students averaged 14 more days in attendance during the year.

Figure 15

Number of Days of Attendance by Program and Grade for Boston Title I Students



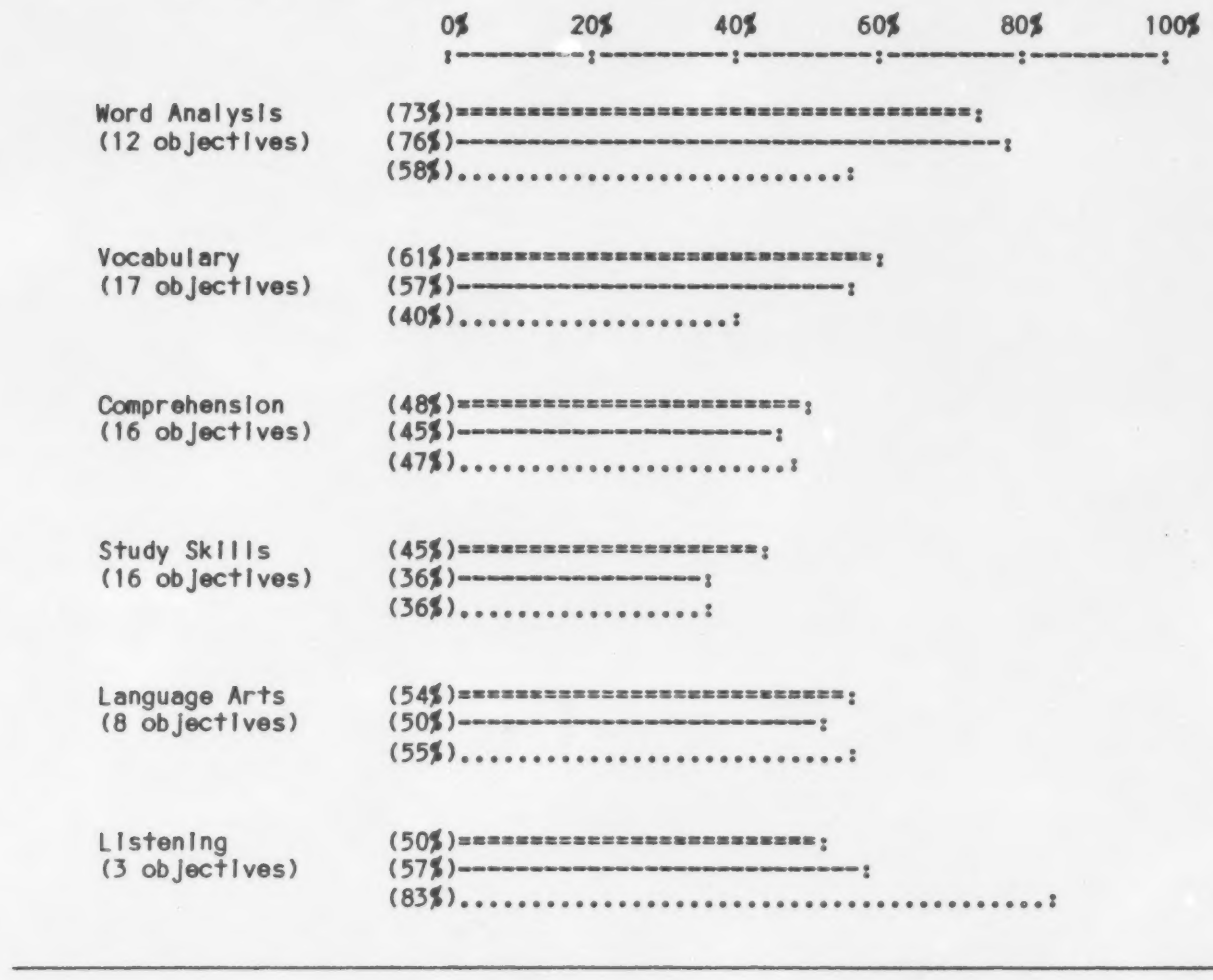
KEY

=====	Public School Title I
-----	Parochial School Title I
.....	NCEC Public Title I

In Figures 16, 17, and 18 for the sixth, seventh, and eighth grades respectively the analysis of each area of the performance objectives are presented. In each of these figures the three programs are graphed separately.

Figure 16

PERCENT OF OBJECTIVES ACHIEVED BY 6TH GRADE TITLE I STUDENTS



KEY

=====	Public Schools
-----	Parochial Schools
.....	NCEC Schools

Figure 17

PERCENT OF OBJECTIVES ACHIEVED BY 7TH GRADE TITLE I STUDENTS

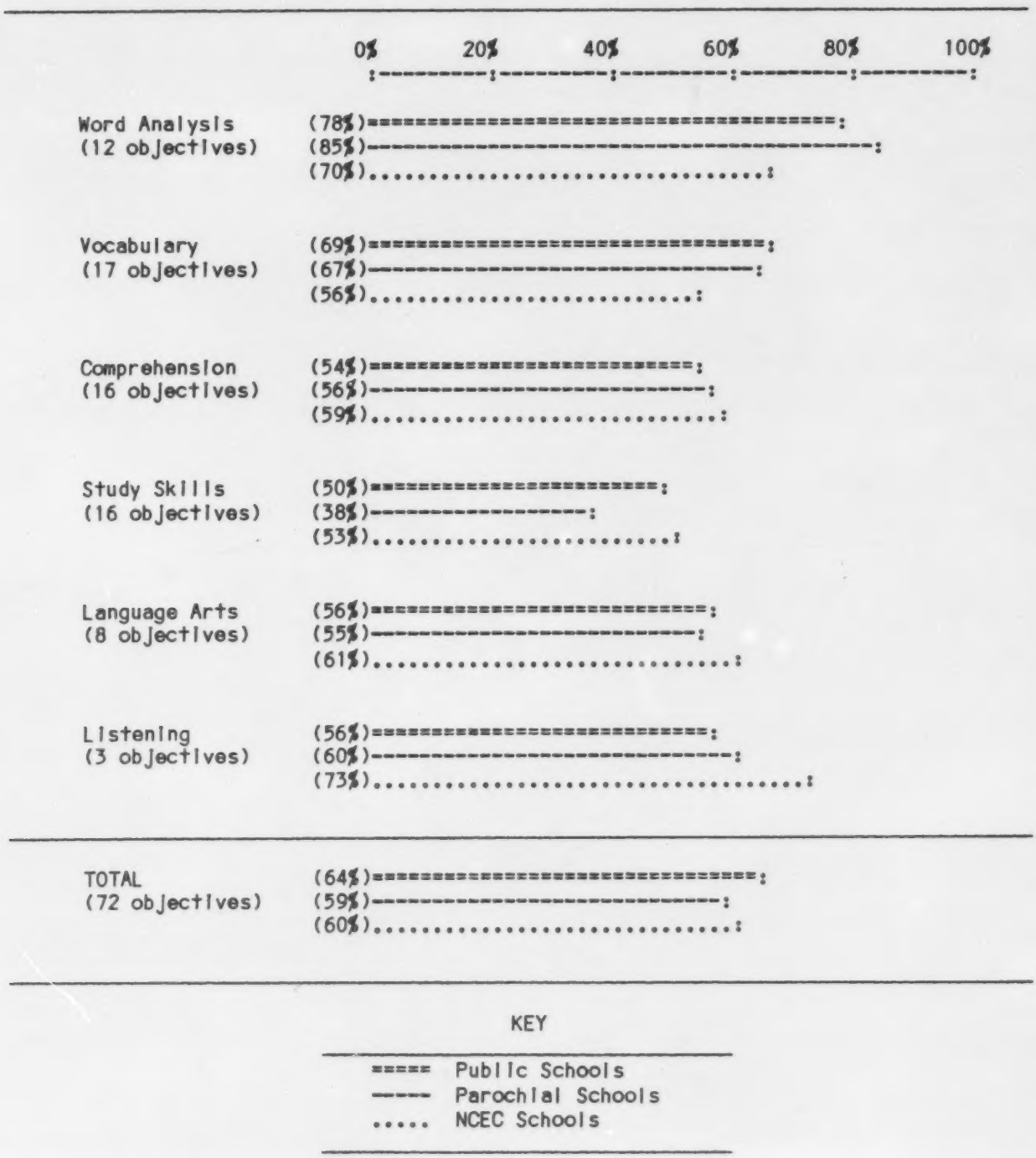
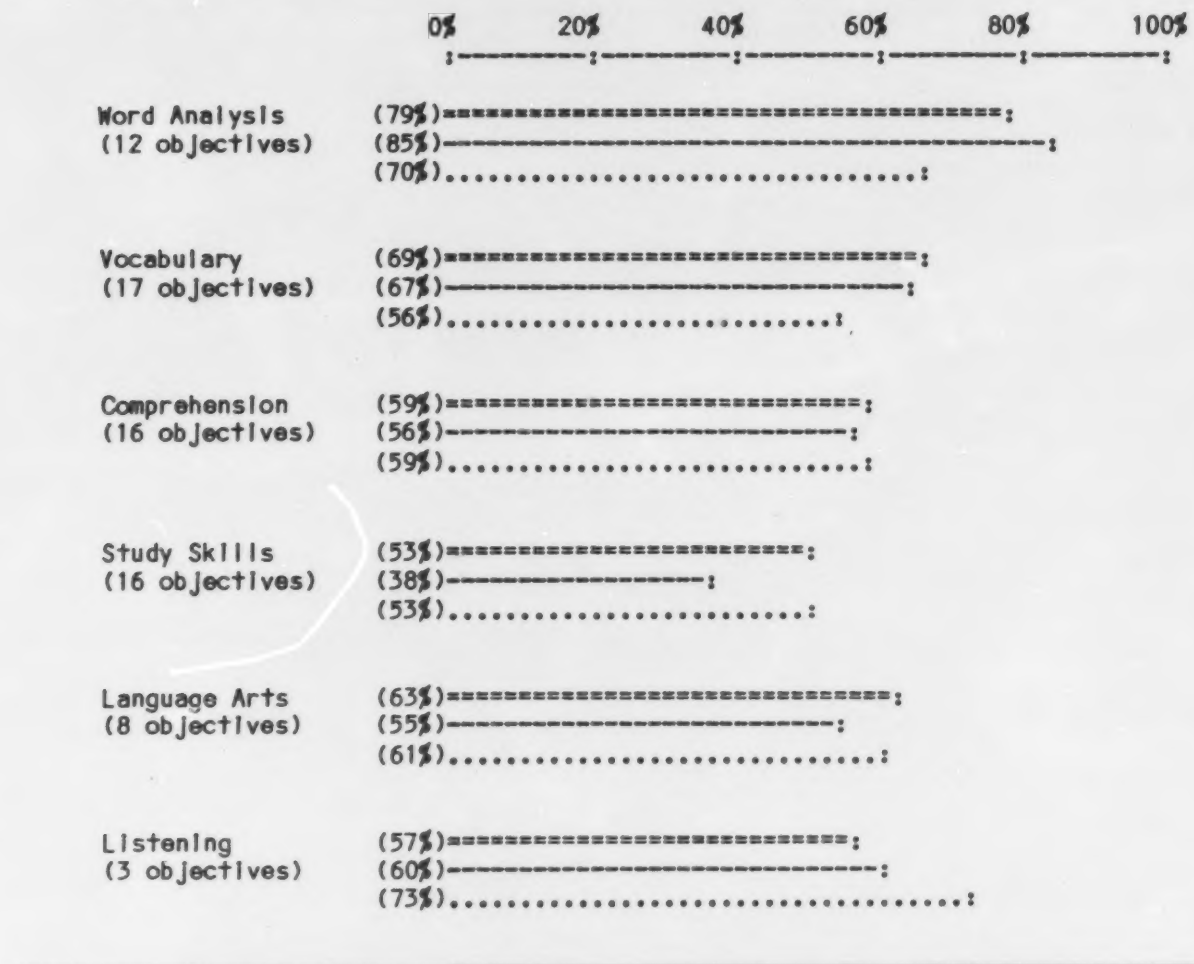


Figure 18

PERCENT OF OBJECTIVES ACHIEVED BY 8TH GRADE TITLE I STUDENTS



KEY

===== Public Schools
----- Parochial Schools
..... NCEC Schools

As can be seen from the figures, at all three grade levels the Word Analysis performance objectives were most highly achieved. For the public schools the percents of attainment in the Word Analysis area were 73%, 78%, and 79% for the sixth, seventh, and eighth grades respectively. For the parochial schools rated achievements were even higher; 76%, 85%, and 85% for the sixth, seventh, and eighth grades respectively.

These results indicate that while the attainment levels were highest for Word Analysis skills, only in the parochial schools for the seventh and eighth grades were 80 percent or more of the objectives achieved by the end of the year. For the other performance objective areas, considerably lower percentages of achievement were attained.

The NCEC program did not have its highest rated percent achievement in the Word Analysis area, but instead in the listening area. Achievements in this area were 83%, 73%, and 73% for the sixth, seventh, and eighth grades respectively.

For all three grade levels, the area with the lowest rated achievement was the Study Skills area. The low rated achievement in the Study Skills area was rated lower for the parochial schools and NCEC programs than for the public schools regular Title I program.

The three program types do seem to vary somewhat in their ability to help students gain a mastery of the Reading Performance objectives. The rank orders of attainment for the three programs are given in Table 15.

Table 15

RANK ORDER OF ACHIEVEMENTS OF AREAS OF
READING PERFORMANCE OBJECTIVES BY PROGRAM TYPE

PROGRAM		
Public Regular	Parochial	NCEC
WORD ANALYSIS	WORD ANALYSIS	LISTENING
VOCABULARY	VOCABULARY	WORD ANALYSIS
LANGUAGE ARTS	LISTENING	LANGUAGE ARTS
LISTENING	COMPREHENSION	COMPREHENSION
COMPREHENSION	LANGUAGE ARTS	VOCABULARY
STUDY SKILLS	STUDY SKILLS	STUDY SKILLS

From Table 15 it can be seen that the NCEC program, according to the teachers' ratings of student achievement, is much more effective in teaching Listening Skills and much less effective in teaching Vocabulary than the two regular Title I models. The NCEC lab curriculum was said by one Title I official to be less oriented toward vocabulary objectives than was the regular Title I Program. None of the programs are especially effective in helping students gain mastery of Study Skills.

Summary

In general then, the Word Analysis area was best achieved, the Study Skills area the least well achieved. Parochial schools did better than public schools in attaining these performance reading objectives, even though their NCE gains on the Metropolitan Tests had been lower. The NCEC program seems to be different from the two regular Title I programs in that it does relatively less well on the Vocabulary objectives and relatively better in teaching the Listening skills.

IV. HIGH SCHOOL

A. Program Description

1) High School Reading/Language Arts

The Reading/Language Arts School Program was implemented in 18 schools in the 1980-1981 year.

The focus of the Title I project was on remediating the individual student, using various on-level reading and writing materials. Informal and standardized diagnostic tests were given to identify strengths and weaknesses. Teachers developed specific performance objectives for each student and individualized programs. Systematic lesson planning supported the individualized aspect of instruction. Students in the Reading/Language Arts component met with their teacher and paraprofessional one period each day, five days a week for approximately 45 minutes each period, to the extent that scheduling permitted.

Behavioral Objectives for Reading/Language Arts

Given selected reading materials containing expressed and implied main idea, the student will distinguish between an expressed and an implied main idea by answering questions posed by the teacher.

Given pictures, words, sentences and/or paragraphs, the student will predict outcomes by writing appropriate answers to questions posed by the teacher.

Given five selected paragraphs containing multiple use of pronouns, the student will identify the antecedent of the pronoun by writing each antecedent.

2) Kentucky Educational Television

KET is a videotape program consisting of 23 half-hour tapes, student workbooks, teacher's guides and a skills index for teaching basic skills in the areas of reading and grammar. The tapes are designed to pace and to

individualize instruction. Animation, theatrical sketches and dramatic presentations aim at specific goals. About 150 students in grades 10-11 at English and Madison Park High Schools were served. This was the second year of this pilot program at Madison. It began in January at English High School.

The performance objectives were the same as for the regular Title I Secondary School Reading/Language Arts Program.

3) South Boston High School Pilot

The primary purpose of the Title I Pilot Program was to teach reading and writing skills to Title I students in content area classes of social studies, science and health. The Title I teacher worked with the content area teachers in the classroom and out to:

- o Sensitize them to the reading needs of their students;
- o Show them how to teach skills as well as help students with their work;
- o Assist teachers to develop a study guide approach to their reading assignments.
- o Help them develop ways to teach the relevant note-taking skills to their students.

The performance and behavioral objectives were the same as for the regular Title I Reading/Language Arts Program.

4) Mathematics Pilot Project

Approximately 50 ninth grade students who attended Madison Park High School received individualized instruction in mathematics. The focus of the program was the improvement of selected mathematical skills as indicated by the Madison Park High School Mathematics Test and the results of the Boston Mathematics ICRT administered in April, 1980. There was almost a complete

turn-over in the population identified in April, and in January a second set of students entered the program.

There was a very high degree of coordination between the regular and Title I Math programs. Physically, the Title I classroom was located within the math cluster. The head of the math department at Madison High School developed the performance objectives, thus ensuring a close articulation between what takes place within the two programs. Students regularly brought their regular math class problems to Title I. The Title I teacher and the regular math teacher met once weekly. Students at Madison High school attended their regular math classes daily, and their Title I math class at least four times a week.

The math pilot at Umana High School was discontinued in March of 1981 with the mutual consent of the teacher and the principal.

Within the High School Reading/Language Arts Title I program there was an important level of stability of teachers and paraprofessionals. Table 16 shows the average length of time teachers and their paraprofessionals have been in the Title I program and at their present school assignment. It reflects greater stability and longevity among the teachers.

Table 16

AVERAGE LENGTH OF TIME IN BOSTON TITLE I
AND AT PRESENT SCHOOL

	Years Present School	Average Years Title I
Title I Teacher	3	5.5
Paraprofessional	1.2	4.6

B. Process Evaluation Results

(The reader should refer to the Evaluation Design chapter, pages 2-5 of this report to determine the numbers of responses and observations in which results were based.)

ADMINISTRATION AND SUPERVISION*

Program administration and supervision of the Secondary Schools program fell under the responsibility of the Associate Director, five Assistant Directors of Secondary Title I programs, and five Assistant Directors for Staff Development. Among the several elements evaluated in this category were overall administrative structure, satisfaction with job duties, clarification of teacher/paraprofessional roles, selection and scheduling of students, and testing.

1) Overall Administrative Structure

In response to questionnaires, 90 percent of the Title I teachers, 88 percent of the paraprofessionals, but a lower percentage of 65 percent of the regular classroom teachers were satisfied with the overall administrative structure of Title I. (Refer to Figure 19, page 78)

RELEVANT COMMENTS

" . . . students have demonstrated marked improvement on their overall academic achievement. This is primarily due to the administration of the program in conjunction with its teachers and paraprofessionals." (Classroom teacher)

"I have received excellent services from the support administration in Title I. That help has facilitated my activities on my job." (Title I teacher)

"The program in this school has been completely satisfactory." (School administrator)

---

* Figures in this report show the percents of respondents indicating Satisfaction or Dissatisfaction. Remaining responses are Neutral. Neutral responses are not graphed.

2) Supervision within the Program

Principals were asked to rate their satisfaction with the support they feel they receive from Title I. 100 percent of them were satisfied.

There were several comments from Title I staff reflecting a desire for more supervision and for more focus on program outcome.

RELEVANT COMMENTS

"More accountability for personnel's time. More supervision from administration." (Paraprofessional)

"I wish Title I supervisors would come in here in October and then again in the spring and just see the difference." (Title I teacher)

"The state audit is superficial. All they're interested in is the paperwork." (Title I teacher)

3) Satisfaction with Title I Related Duties

Title I teachers, their paraprofessionals, and principals were asked, on a questionnaire, to indicate their level of satisfaction with Title I related duties. Over 85 percent of both Title I teachers and their paraprofessionals responded that they are satisfied with the instructional activities of their jobs. Some 23 percent of the Title I teachers are dissatisfied with the administrative requirements, primarily paperwork, of their jobs. Those who were dissatisfied felt that paperwork is repetitive and excessive, especially for teachers without paraprofessionals. (Refer to Figure 19)

RELEVANT COMMENTS

"The paperwork involved in Title I is horrendous." (Title I teacher)

"Redundance is a problem. There are three or four forms for attendance alone . . . The profiles are necessary, but there is too much emphasis on them. The cumulative card repeats the profile." (Title I teacher)

"There should be less duplication of forms." (Title I teacher)

4) **Clarification of the Teacher/Paraprofessional Job Roles**

Statistics on the returned questionnaires showed a high level of satisfaction regarding the clarification of the teacher/paraprofessional roles. (Refer to Figure 20, page 79.) However, informal interviews with teachers indicated some reservations. Some teachers were concerned about paraprofessionals who cannot read and who therefore cannot be effective in either an instructional or clerical role. The teacher is then placed in the position of finding something for the paraprofessional to do.

Summary

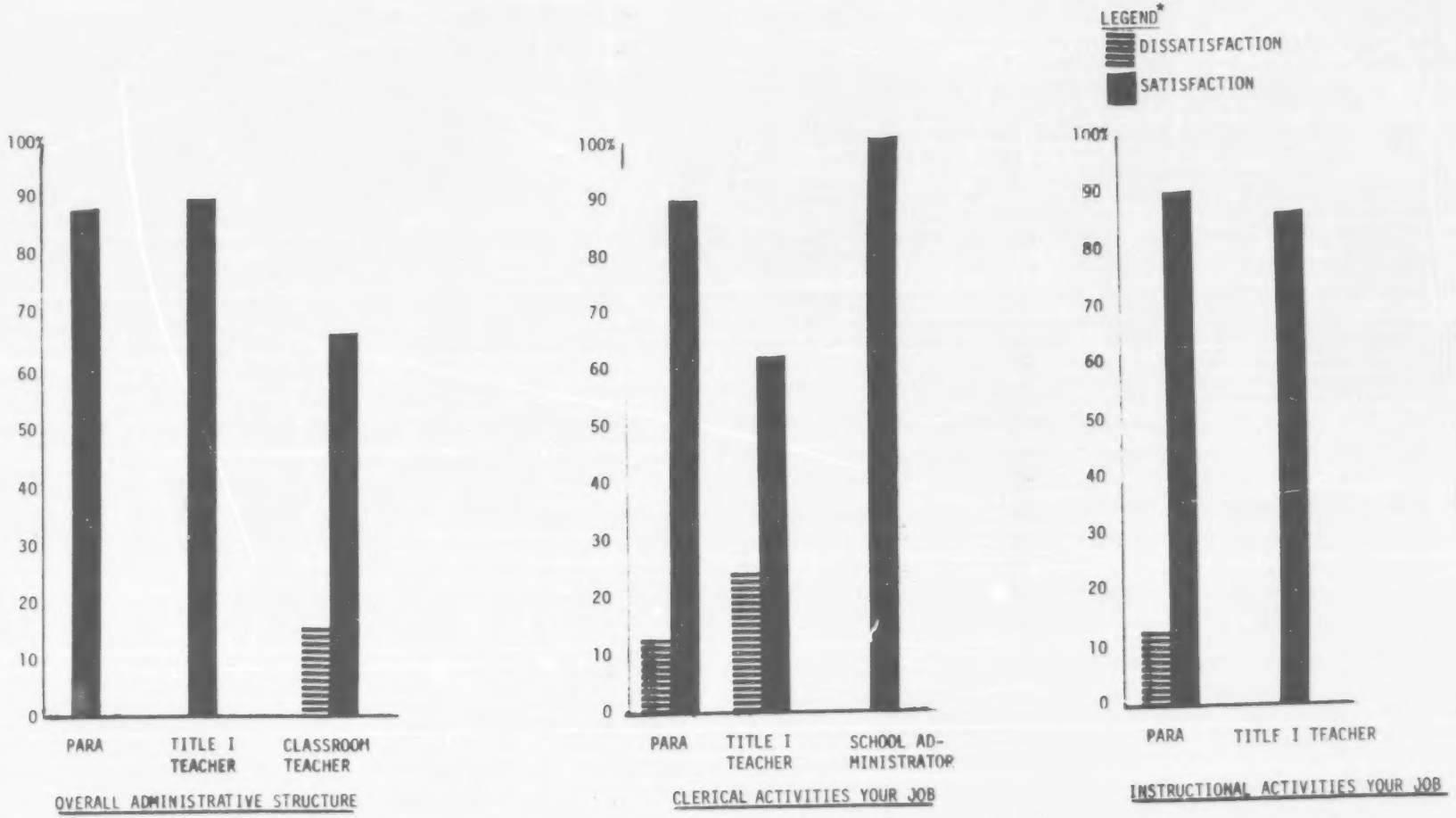
Title I teachers, paraprofessionals, classroom teachers and principals responded to questions in the area of administration and supervision. All issues received a high level of satisfaction except for teachers' concerns about the amount of paperwork in Title I. Overall administrative structure, professional activities of teaching in Title I, clarification of teacher/paraprofessional roles, support from Title I and supervision are all satisfactory.

87

Figure 19

ADMINISTRATION AND SUPERVISION

High School



77

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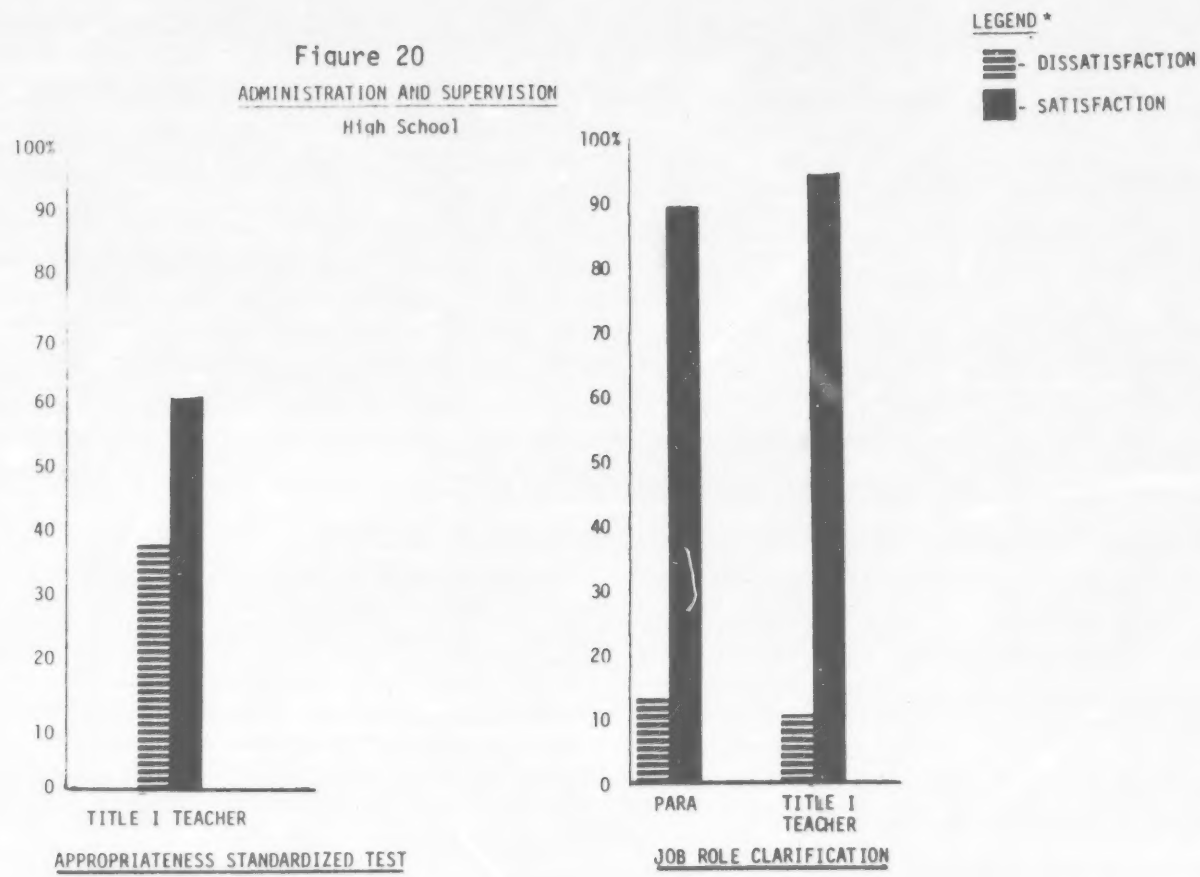
* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

89

Figure 20

ADMINISTRATION AND SUPERVISION

High School



* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

SELECTION AND SCHEDULING

1) Selection of Students

Title I teachers, their paraprofessionals, classroom teachers, and principals were questioned about the student selection process. Although there is a high percent of people satisfied with the process for selection of students (averaging 88 percent of these groups), this issue provoked several comments on the questionnaires and during interviews. Concerns ranged from the appropriateness of the instrument used as the primary basis for selection (see section 2 below on Standardized Test) to the high number of students on the wait-list. Teachers felt that factors other than city-wide May scores should be taken into consideration. According to the Title I administration, a multi-factor check list exists and is used for selection.

RELEVANT COMMENTS

"Teacher recommendation should be more important and there should be some vehicle for kids to select themselves." (Title I teacher)

"Title I programs meet the needs of a very limited number of students. The programs should be expanded to include all students in stanines 1-3." (Classroom teacher)

"Some of the recruiting parameters be expanded." (Classroom teacher)

"Students should be tested individually according to need as shown in the records. It should be an on-going process." (Title I teacher)

2) Appropriateness Standardized Tests (Refer to Figure 19, page 78.)

The selection test is given in May of the previous year, or, where such data is not available different tests are used for selection. The same test is not used for both selection and evaluation. Only 61% percent of Title I teachers are satisfied with the present procedures. Given that a student's performance on the test is so significant, this finding is important. One of

the comments heard repeatedly pertained to the difficulty of the version of the test used. Some teachers said that many students can't read the directions, and some teachers felt that other students in the Title I program are not as low achieving as the test results indicate. Some teachers felt that another test yielding more accurate results would have excluded these students from Title I services.

RELEVANT COMMENTS

"I am not satisfied with the heavy reliance on the standardized tests. Low scores are not alone indicative - factors like motivation and attitude are important." (Title I teacher)

"The California Achievement Test is absolutely useless. It is so far beyond their class work - it's not even close. They guess. Or give up. They can't read the test. They should be given a test at their level." (Title I teacher)

"We know none are on the 11th grade level. Pick something closer to level like a 3-9 test or have two levels." (Title I teacher)

"Give earlier level test, and use norms for the ninth grade." (Title I teacher)

"The 9th grade test is above some students." (Title I teacher)

"Title I should administer a group diagnostic test, maybe a vocabulary list, developed by them." (Title I teacher)

"I know some of the kids are not as low as their scores indicate." (Title I teacher)

3) Scheduling of Students

The scheduling of Title I services into the students' programs is an area of relatively high degree of dissatisfaction. While 75 percent were satisfied, some 25 percent of the Title I teachers, the paraprofessionals, and the classroom teachers combined are dissatisfied with the present scheduling process. One school administrator commented on the difficulties of accomodating Title I when he is not notified that his school is eligible before the start of the year. (Refer to Figure 20, page 78.)

RELEVANT COMMENTS

"Children now being serviced in the middle schools should have priority as they enter the high schools. The effective scheduling has more to do with the commitment of the individual school." (Classroom teacher)

"Scheduling should take place in June of prior school year. Classes don't get underway until October due to scheduling." (Classroom teacher)

"Valuable time is lost in trying to begin the instruction of students because of scheduling procedures." (Title I teacher)

"Kids should be identified at the start of the year and Title I should be a priority in their schedule. They should not be pulled out of major subjects." (Title I teacher)

" . . . students' schedules were changed for Title I during the first two months of school, thereby hurting the students' chances of success in other classes." (Title I teacher)

"Post-tests should be processed sooner so that the schools will have the results before the kids start school in September." (Title I teacher)

"Programming of students is facilitated when one is aware in early spring that Title I will be on board definitely in September." (School administrator)

" . . . scheduling is being done now (May) for the kids already in Title I." (Title I teacher)

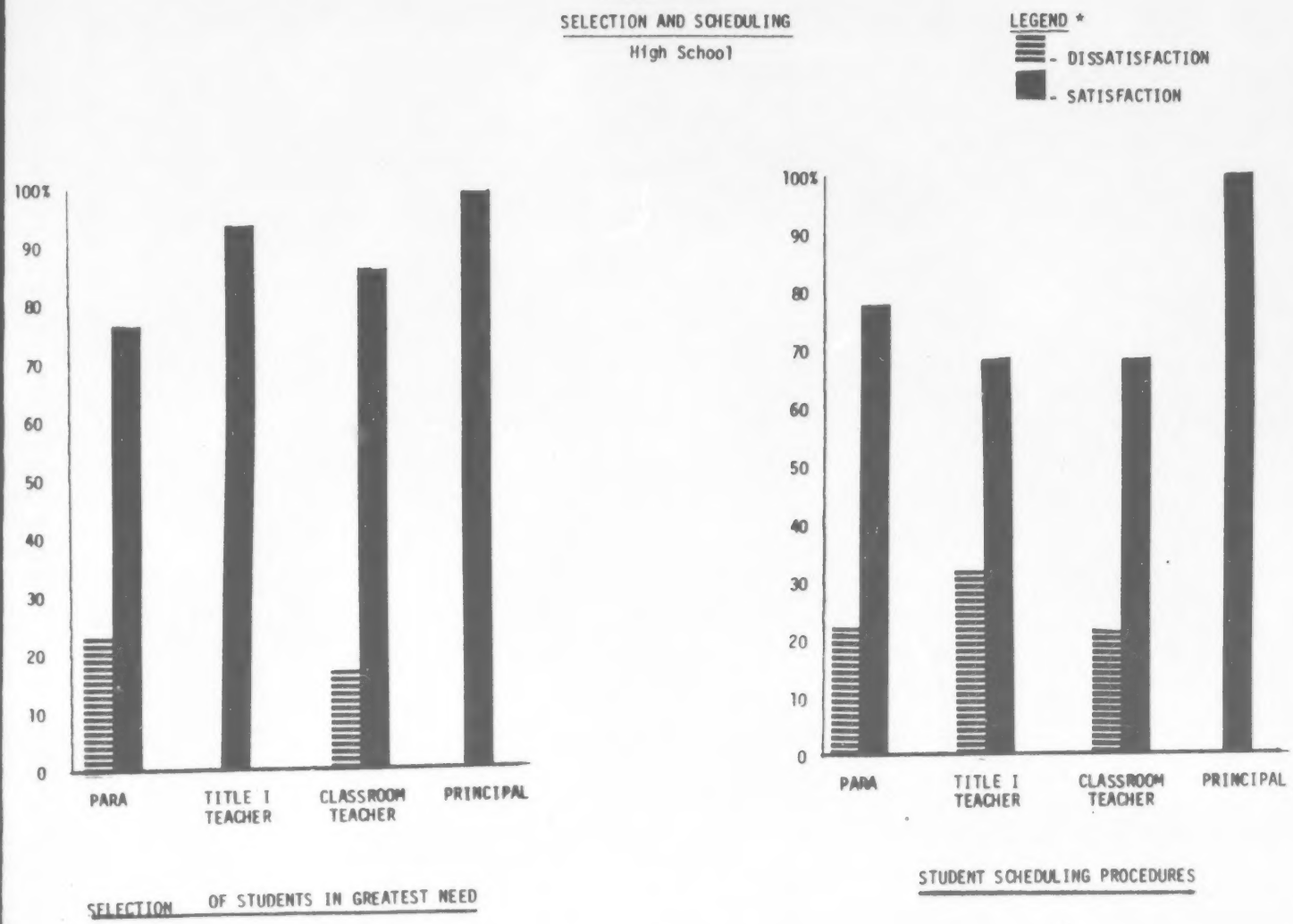
Summary

Title I teachers, paraprofessionals, school administrators, and classroom teachers were asked about the selection and scheduling of students. There was a high level of satisfaction in the selection of those students in most need of services. A majority of teachers were satisfied with the level of the present test used to select students, but 38 percent of Title I teachers were dissatisfied. A second area of some dissatisfaction (25 percent) was in the area of scheduling of students as it was done in many of the schools. An improvement here would directly affect the students who qualify for Title I services.

Figure 21

SELECTION AND SCHEDULING

High School



* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

INSTRUCTION

Title I teachers, their paraprofessionals, principals/headmasters and classroom teachers were asked about different components of Title I instruction. They were asked to rate their level of satisfaction with the teacher/student ratio, the content of the Title I curriculum, the amount of weekly instructional time, and the appropriateness of the standardized instrument used to measure student gains.

1) Teacher/Student Ratio

Questionnaires were sent to school administrators, Title I teachers, paraprofessionals, and classroom teachers. Instruction had a very high combined level of satisfaction with teacher/student ratio. 93 percent of the groups surveyed were satisfied with this ratio. An average of 90 percent of this group were satisfied with the amount of weekly instruction time. (Refer to Figure 22, page 88.)

RELEVANT COMMENTS

"The . . . teachers are, in my view, the main strength of the program." (Classroom teacher)

"The students enjoy the extra help and attention they receive. I feel this program keeps many students in school who would otherwise quit." (Classroom teacher)

" . . . [strengths of the program] . . . the teacher/student ratio, availability of materials, and the extra chance for students to succeed." (Classroom teacher)

"Small classes provide opportunity for individual help. Excellent materials cover a wide range of skills. Limiting classes to students with the greatest need makes best use of teachers' and aides' time." (Paraprofessional)

2) Content of Title I Curriculum

The content of the Title I curriculum is an area in which Title I teachers, administrators and paraprofessionals were highly satisfied, but classroom teachers show a lesser rate of satisfaction, although none specified why. The 70 percent who expressed satisfaction was lower than the percent of the other groups who were satisfied. (Refer to Figure 22)

An area of greatest concern to teachers regards their own training and the training of their paraprofessionals. When asked about the experience or background necessary to be effective, teachers mentioned being qualified to teach reading as most important. They also commented on the general usefulness of having high school teaching experience, being patient, and having a good grounding in English language skills. They stated that other important qualities are "the ability to develop a rapport with the students", "a willingness to get close to them", "having a flexible range of teaching styles", and "being experienced in individualization." School administrators too, highlighted the importance of the Title I teachers' background. And Title I teachers commented on the qualities most important for effective paraprofessionals.

RELEVANT COMMENTS

(Teacher Qualifications)

"Should be a Reading teacher, or at least an English teacher." (Title I teacher)

"Reading specialist, not just an English teacher." (Title I teacher)

"Be literate." (Title I teacher)

"Certified in Reading, attend workshops on teaching of reading." (Title I teacher)

"Selection of teachers for funded positions in Boston is based on the availability of teachers after the excess pools for permanent

teachers. We do not have access to reading teachers or the more experienced teachers." (School administrator)

(Paraprofessional Qualifications)

"Paraprofessional should be able to read, write, have a good language facility." (Title I teacher)

"More background in English grammar and skills." (Title I teacher)

"For aide - reading, writing, and teaching skills." (Title I teacher)

"Be a high school graduate." (Title I teacher)

"My aide has no familiarity with the materials . . " (Title I teacher)

"I got my paraprofessional at the end of February. There is no background in the classroom at all." (Title I teacher)

"Paraprofessional should read at high school graduate level. Mine is not experienced enough to work with the kids - it's more like having another student." (Title I teacher)

"Some education and background. Now, she's like the kids." (Title I teacher)

3) Coordination of Title I Curriculum/Regular Curriculum

A substantial minority of classroom teachers were dissatisfied with coordination between the regular curriculum and Title I services. While 59 percent of them were satisfied, some 35 percent were dissatisfied. (Refer to Figure 23, page 88.) Key issues were communication and coordination. (See Section on **Communications**, page 102, for more discussion.) Some Title I teachers were also not satisfied with instructional coordination. Some 77 percent of Title I teachers answering the questionnaire indicated that they were satisfied with coordination with the regular curriculum, while 15 percent were not. (Refer to Figure 23)

RELEVANT COMMENTS

"There should be closer coordination with the classroom teachers." (Classroom teacher)

"Weekly meetings with the coordinator so that outside writing and reading assignments can be worked on during Title I reading classes. Conferences on each student's level would be helpful." (Classroom teacher)

"More communication between program and school." (Classroom teacher)

"More time for contact between classroom teachers and Title I." (Classroom teacher)

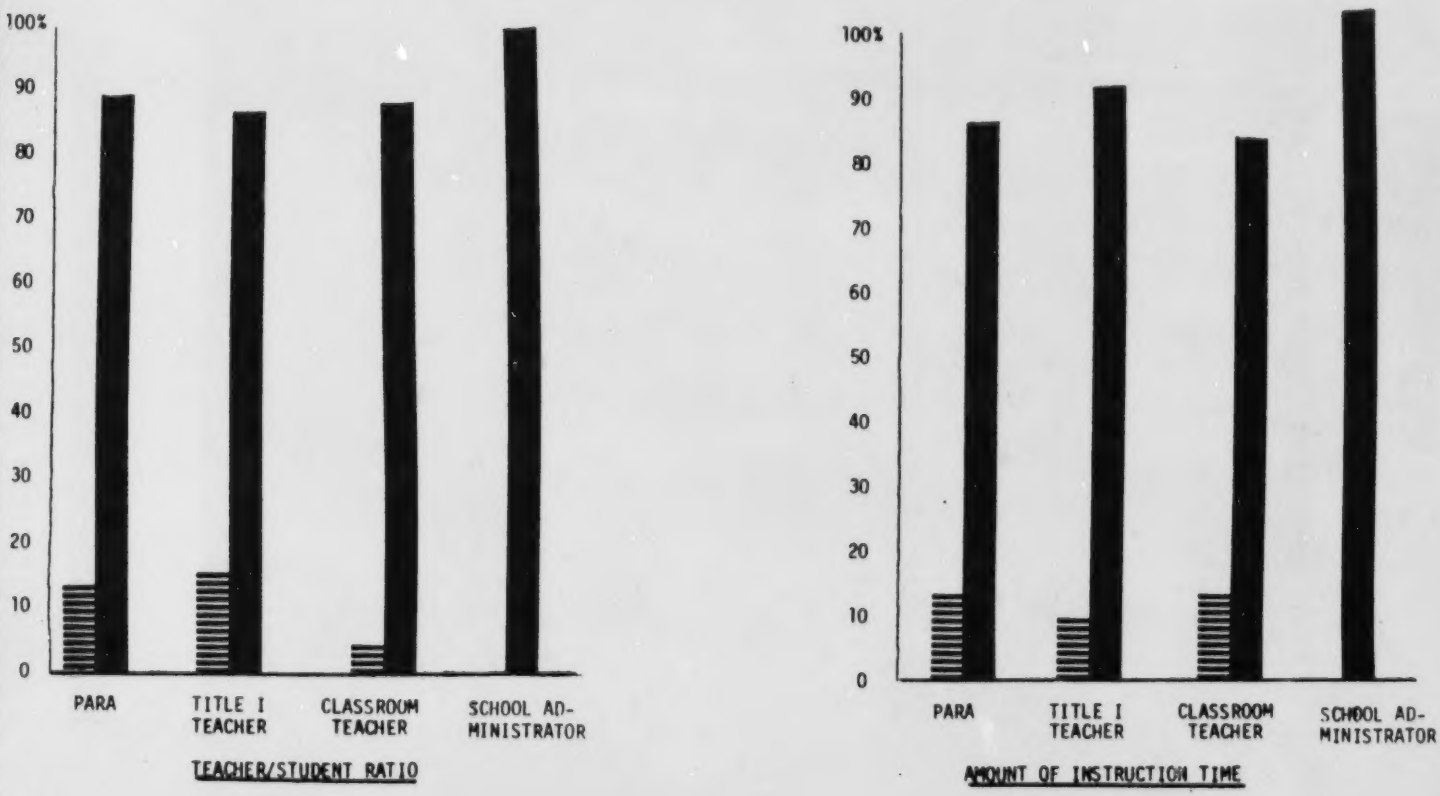
Summary

School administrators, Title I teachers, paraprofessionals, and classroom teachers responded to questions on instruction. There was a high level of satisfaction with the teacher/student ratio and with the amount of weekly instruction time. However, a substantial minority of classroom teachers (38 percent) and of Title I teachers (25 percent) were not satisfied with the coordination between the Title I program and the regular program. Only 70 percent of classroom teachers are satisfied with the content of the Title I curriculum. Some teachers were concerned about what credentials should be prerequisites for teaching Reading in Title I.

Figure 22

INSTRUCTION

High School

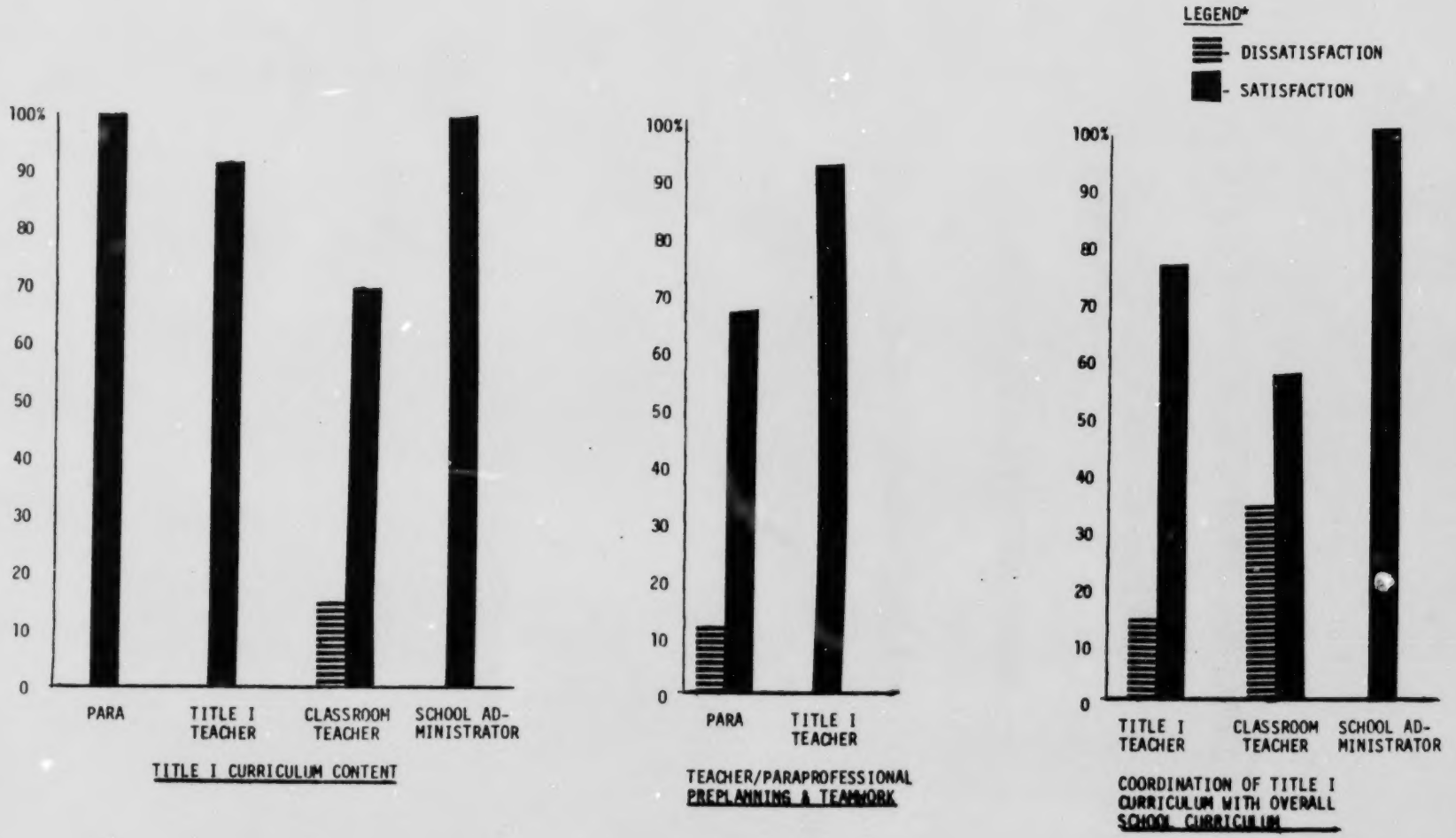


* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

Figure 23

INSTRUCTION

High School



* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

MATERIALS AND FACILITIES

1) Materials

Title I teachers and their paraprofessionals were both asked to respond to questions about the level, quality and quantity of materials, the students' interest in the materials, and their own access to materials and facilities. Classroom observations, and written and informal interviews were conducted to gather data on materials and adequacy of facilities. (Refer to Figure 24)

Seventy-seven percent of Title I teachers and 66 percent of paraprofessionals are satisfied with their access to materials. In light of the large quantity of materials we saw in our observations, this relatively low percent satisfied is probably reflective of their desire for access to materials with interest and vocabulary more appropriate to their students.

Except in the few cases where teachers are not assigned their own room, we noticed a plethora of materials in the Title I rooms. Such choice of materials is necessary to accomodate a range of needs within class groups. However, by far the most frequently used materials during on-site visits were (in order of frequency) worksheets, teacher-made materials (photocopied), and workbooks. Observers sense an over-reliance upon materials per se rather than as aides to instruction.

The level of materials available is an issue which teachers and paraprofessionals stated needs attention. When teachers were asked about specific materials they like, several titles were mentioned repeatedly:

Scope
Continental Press Work sheets
Superstars
Action Stories of Yesterday and Today. (AMSCO)
CBS Educational Publishing
Stories That Live (Amsco School Publication)
Individual Corrective English
Double Action for Reading
A Better Reading Workshop
Real Life Reading Skills. (Scholastic)
Readers Digest materials
Reading Road to Writing (Potter)
Reading Skills for the Reading World

On the other hand, several teachers commented that the Nystrom Reading series has a very low interest level and is too difficult.

The evaluator was surprised to see titles such as Pilgrim at Tinker Creek, I Know Why the Caged Bird Sings, Siddartha, and All Creatures Great and Small displayed in many of the classrooms as books for Title I students to select for pleasure reading. Such books are so far beyond these students' level for content and for language that instead of encouraging reading, they are yet another indicator to the student in Title I that s/he "cannot read". Teachers, however commented frequently on materials that were not at a high enough level.

RELEVANT COMMENTS

(Satisfaction with Materials)

"I needed higher level reading material, and it was sent." (Title I teacher)

"Excellent materials cover a wide range of skills." (Paraprofessional)

(Level of Materials)

"I need higher level reading material." (Title I teacher)

"Some of the students who performed poorly on the . . . tests need material on a higher level. I'm convinced the materials here are not challenging enough for them." (Title I teacher)

"I don't have enough to match the different grade levels. In this class I have a range from second to tenth grade. I am missing upper level readers." (Title I teacher)

"All can do **some** level of each skill. It's a matter of differentiation at each level." (Title I teacher)

(Impact of Materials)

"I am opposed to the use of carrels - if materials can teach I don't have to be here. The kids weren't learning with them and I had them taken away. This is not a clinic situation." (Title I teacher)

"There is too much emphasis on individualizing at the cost of developing a sense of community and interaction." (Title I teacher)

"The most important materials are pencil and paper." (Title I teacher)

(Quantity of Materials)

"More materials for the students." (Title I teacher)

"The kids like Scope and I use it a lot, but I don't have enough copies to go around." (Title I teacher)

"I spend a lot of time making up and xeroxing materials." (Title I teacher)

(Quality of Materials)

"I would like more choice in materials. I don't see why the teacher can't pick from a selection." (Title I teacher)

"Consult with teachers before sending in book orders. Much material ordered from downtown is not geared to students."

2) Facilities

Classroom observations by the evaluators confirmed that in almost all cases there was adequate if not ample storage space, that lighting, ventilation, windows, and furnishings were all satisfactory. Most of the rooms were identical to the sort being used for regular classroom instruction in the same building. The exceptions were basement rooms (1 school), using converted space (2 schools), and small tutorial rooms tucked in behind libraries or administrative space (2 schools). In 2 schools, more than one Title I class was being conducted within the same room. Although not optimal conditions for instruction, this arrangement did not seem to hamper either the teachers or the students. However, instruction relying more on oral work and student-teacher interaction would not be so easily accomodated in these combined classrooms. (See Table 17, on the next page)

Teachers, paraprofessionals and school administrators were asked about facilities. 92 percent of the teachers responded that they are satisfied with this aspect of Title I. Some 77 percent of the paraprofessionals were satisfied. (Refer to Figure 24)

Table 17

OBSERVED CONDITION OF FACILITIES - HIGH SCHOOL
N = 17

	EVALUATOR'S RATING	
	Satisfactory	Unsatisfactory
Storage Space	86%	14%
Lighting	100%	0%
Heating	100%	0%
Ventilation	95%	5%
Windows	86%	14%
Noise Level	100%	0%
Room Size	83%	17%
Blackboard	89%	11%
Bulletinboard	81%	19%
Furniture	100%	0%

RELEVANT COMMENTS

"Title I has access to everything in our building and to every service which our school enjoys." (School administrator)

"We expanded the facilities and are very satisfied." (School administrator)

Summary

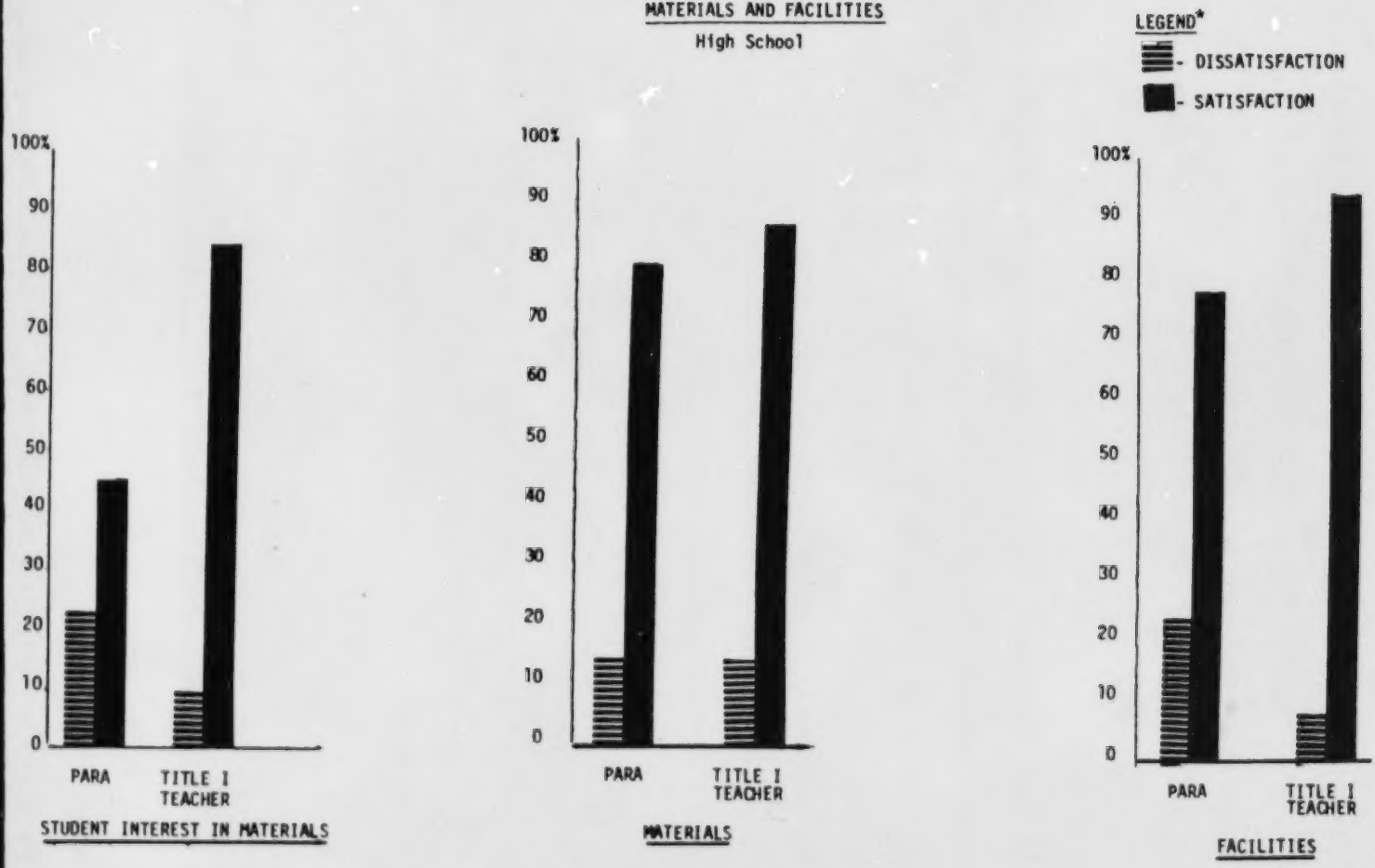
There was an abundance of materials in the classes. However, much of it was not appropriate to the level of instruction necessary to remediate high school students. Teachers commented on the over-reliance upon materials and equipment. Teachers would like more input into the choice of materials.

Over 84 percent of the teachers and paraprofessionals were satisfied with facilities.

Figure 24

MATERIALS AND FACILITIES

High School



* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

INSERVICE/STAFF DEVELOPMENT

This year the four magnet high schools - English, Copley, Madison, and Boston Tech, were added to the responsibilities of the Staff Development team. Each staff development person was responsible for two districts as well. Responsibilities included demonstrating materials, teaching techniques, and working with staff individually. Most of their actual in-service work, teachers reported, is done in the classroom. The most frequently requested topics from teachers were classroom management techniques, teaching techniques, the demonstration of materials, and the use of diagnostic data. Of the five people assigned to Staff Development, four were new to Title I as of February, 1981.

Title I teachers and paraprofessionals were polled on their perceptions of orientation, quality of workshops, and input into workshop content. (Refer to Figures 25 and 26, pages 101 and 102.)

1) Orientation

Over 85 percent of the Title I teachers and paraprofessionals reflected satisfaction with orientation. Orientation seemed to be most useful for teachers new to the program. Teachers returning to the program did not find orientation as useful. They felt testing information and clerical procedures were repetitive.

RELEVANT COMMENT

> "Orientation bores me. They should try breaking it up into small groups. They repeat the testing information." (A Title I teacher for three years)

2) Number of Workshops

There was a fairly substantial level of dissatisfaction among Title I teachers (23 percent) and the paraprofessionals (33 percent), with the number

of workshops offered this year. The first inservice workshop was held in April of this year. Some teachers felt workshops should be offered earlier in the year so that information gained could be implemented in the classroom.

RELEVANT COMMENTS

"Last week we had our first in-service workshop since the orientation one." (Comment on questionnaire dated April - Title I teacher)

"I would like to see more workshops throughout the year." (Title I teacher)

"I would recommend that there be more workshops for the paraprofessionals." (Paraprofessional)

"I would recommend having the workshop before April so that we could use the excellent ideas presented." (Title I teacher)

3) Quality of Inservice Workshops

In general, 85 percent of the teachers were satisfied with the quality of inservice workshops. Some 99 percent of the paraprofessionals were satisfied.

Inservice of April 3

A joint Teacher-Paraprofessional workshop was held on April 3 at the Campbell Resource Center. There were two separate sections, one on the teaching of writing, conducted in two small groups of about 10 teachers each and a second, concurrent section on the teaching of reading skills. About 45 minutes at the end of the morning were spent in peer sharing in groups numbering about 15 each. Participants discussed topics such as class management, motivation, and discipline.

Staff Development asked for a pencil and paper evaluation at the conclusion of the workshop. This is an abstract of the comments they received. Twenty five teachers and eighteen paraprofessionals responded to the questionnaire.

Table 18

RESPONSES TO IN-SERVICE EVALUATION

		% Teacher N = 19	% Paraprofessional N = 25
1. The objectives of the workshop were clear.		88	78
2. The workshop was helpful, practical, interesting.		77	88
3. Rate how well the topics were presented:	Excellent	27	48
	Good	61	40
	Fair	11	12

Paraprofessionals consistently rated the workshop higher, an observation which the evaluator interprets as possibly reflecting a higher level of expectations from teachers. Also teachers have been in Title I an average of 5.5 years, and paraprofessionals, 4.6 years. The tables that follow indicate other aspects of the sessions that participants were asked to rate:

Table 19

WHAT WAS THE STRONGEST FEATURE OF THE WORKSHOP?

TEACHER N = 19	%	PARAPROFESSIONAL N = 25	%
Group Discussion	27	Peersharing	16
Various Techniques	16	Reading	12
Well-organized	16	Participation	8
Topics	11	The group	4
Manner of presentation	5	Writing	4
Geared to classroom needs	5	Audit information	4
No response	21	Methods	4
		Well planned, practical	4
		No response	44

Table 20

WHAT WAS THE MAJOR WEAKNESS OF THE WORKSHOP?

TEACHER N = 19	%	PARAPROFESSIONAL N = 25	%
Lack of time	27	Lack of time	16
None	16	No coffee	16
No coffee	5	None	8
More organizational techniques	5	No math	4
Physical Environment	5	More Techniques	12
Too theoretical	5	No response	44
No response	38		

Table 21

WHAT WOULD YOU RECOMMEND AS ONE CHANGE IN THE WORKSHOPS?

TEACHER N = 19	%	PARAPROFESSIONAL N = 25	%
More group interaction	16	More	8
Smaller workshops	16	New Techniques to use the materials	8
More and longer	11	Math	4
Title I teacher as presenter	5	Earlier in year	4
Practical	5	Limit topics	4
None	5	More peer sharing	4
Techniques for non-readers	9	No response	68
No response	33		

Table 22

SUGGESTIONS FOR FUTURE WORKSHOPS

TEACHER N = 19	%	PARAPROFESSIONAL N = 25	%
Writing	16	Continue peer sharing	8
Classroom management	16	Keep like this one	8
Materials demonstration	5	Materials display	4
Diagnosis	5	Classroom management	4
Poetry & creative writing	5	Reading	4
Team teaching	5	Techniques	4
Non-readers	5	No response	68
Specific skills	5		
No Response	38		

Paraprofessionals did not respond to questionnaire items as frequently as did teachers. Teachers and aides indicated the strongest feature of workshops was group discussion/peer sharing and the weakest feature was "lack of time".

RELEVANT COMMENTS

"The one inservice I attended was aimed at beginning reading teachers and not useful to me. I did not join Title I until after the September orientation." (Title I teacher)

"Staff development is very helpful in a one on one situation." (Title I teacher)

"The Boston Staff are superb - five star." (Title I teacher)

4) Input into Workshop Content

Eighty one percent of teachers and paraprofessionals are satisfied with their amount of input into workshop content. Suggestions for future workshops include more peer sharing/group discussion, instructional technique for writing and individualized instruction, classroom management and material usage with displays and demonstrations. (Refer to Figure 26)

RELEVANT COMMENTS

"I would like to see more writing activities. Writing is very important to Title I objectives. It reinforces reading." (Title I teacher)

"Writing should be emphasized more." (Title I teacher)

" . . . practical writing. It is a difficult skill to teach and to learn. More on writing." (Title I teacher)

" . . . writing and spelling skills . . ." (Title I teacher)

"More on techniques for individualizing." (Title I teacher)

"The content of the workshops should deal strictly with instruction. Show us how to develop a working sequence of skills, and reduce the Performance Objectives to a reasonable level. My students need to understand punctuation, not adverbial clauses, and how to write a paragraph, indentation, and not worry about the gerundive." (Title I teacher)

"More peer sharing." (Title I teacher)

"I would like to see more opportunities for peer sharing." (Title I teacher)

"Do a workshop on team teaching." (Title I teacher)

"A workshop on how to work closer with my aide." (Title I teacher)

" . . . more training for aides." (Title I teacher)

Summary

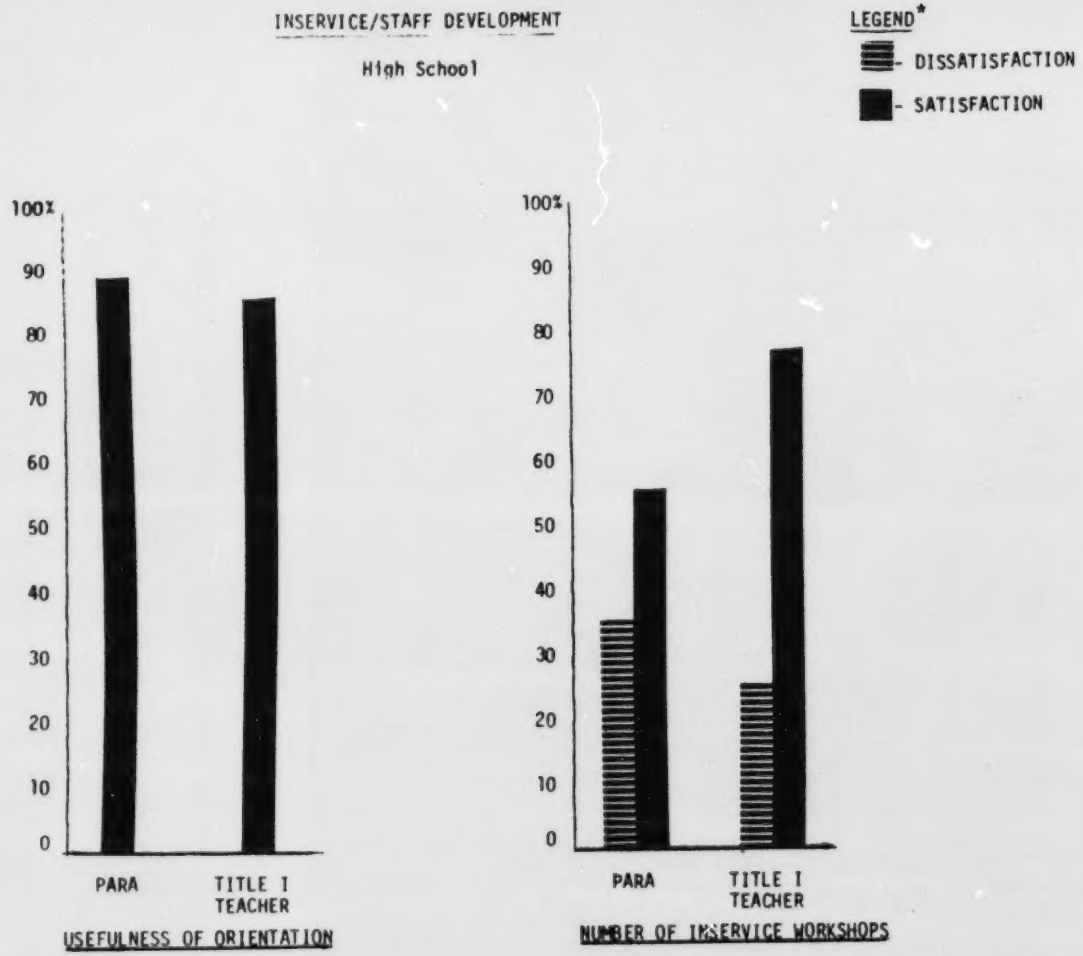
Teachers and their paraprofessional paraprofessionals were asked to reply to questions on in-service opportunities. On the whole they were satisfied with orientation, quality of the workshops, and in-put into the in-service agendas. Only 77 percent of the teachers and 55 percent of the aides were satisfied with the number of workshops.

Teachers and paraprofessionals suggested conducting workshops earlier in the year, running sessions on writing, facilitating more peer sharing and organizing more workshops.

Figure 25

INSERVICE/STAFF DEVELOPMENT

High School

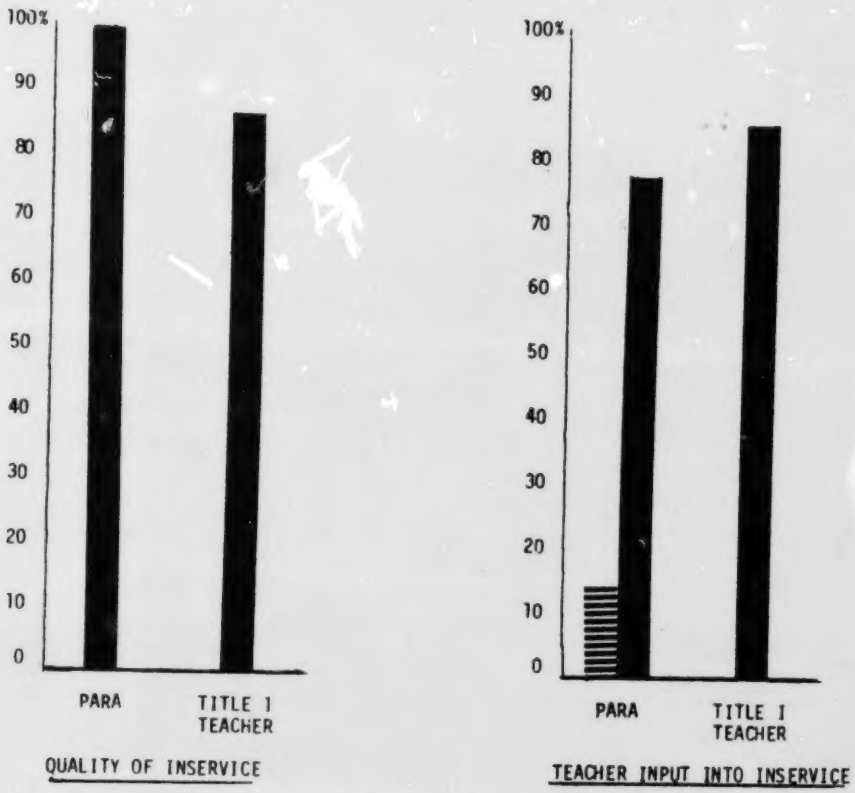


* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

Figure 26

INSERVICE/STAFF DEVELOPMENT

High School



* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

COMMUNICATIONS

Classroom teachers, Title I teachers, paraprofessionals and school administrators rated their level of satisfaction with various aspects of communication. Intercommunications between Title I and non-Title I personnel, notification of Title I rules and regulations, and notification of school activities were judged. (See Figures 27-29)

1) Communication of Title I Rules and Regulations to Non-Title I Staff

The satisfaction with communication of Title I goals and regulations between Title I staff and non-Title I staff was not as high as was satisfaction with other aspects of the Title I program. 63 percent of Title I teachers, 57 percent of their paraprofessionals and only 53 percent of the classroom teachers were satisfied with communication of Title I goals and regulations. One factor affecting the level of satisfaction may be the late notification that a school is Title I eligible. After the start of the school year there is little formal time for inter-school communication about Title I and diminished opportunity for coordination between Title I and classroom teachers. No other comments were given to explain this lesser level of satisfaction. (Refer to Figure 27, page 104.)

2) Inter-Staff Communications

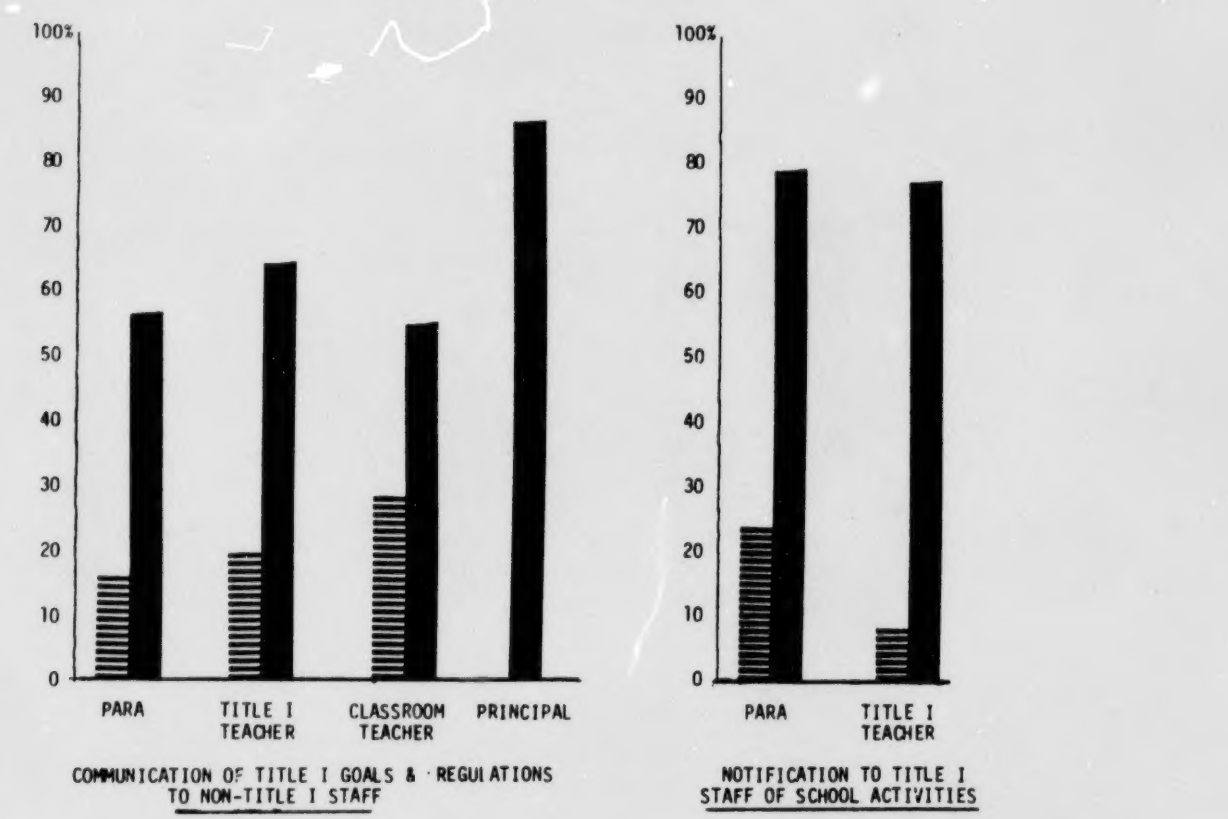
Levels of communication between Title I administrators, school administrators, Title I teachers, and classroom teachers were rated by involved staff.

Ninety four percent of paraprofessionals and Title I teachers expressed satisfaction with their communications with school administrators. (Refer to Figure 29)

Figure 27

COMMUNICATIONS

High School

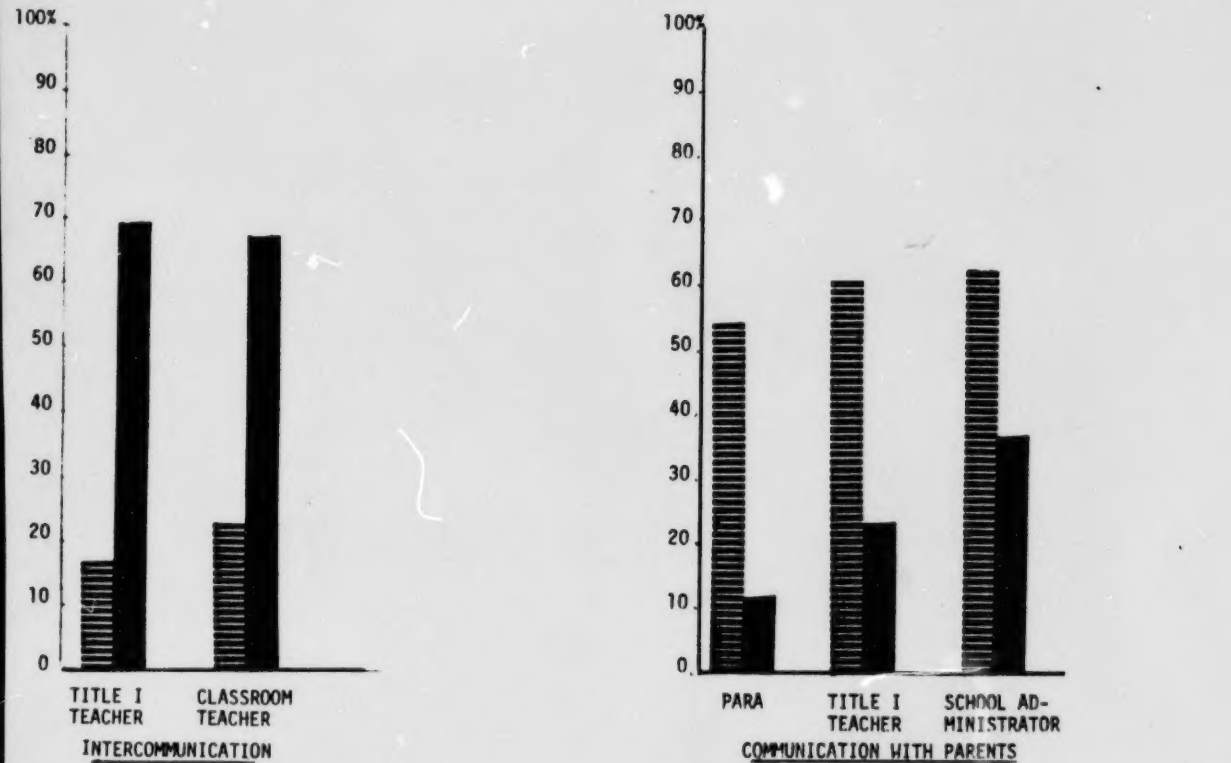


* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

Figure 28

COMMUNICATIONS

High School

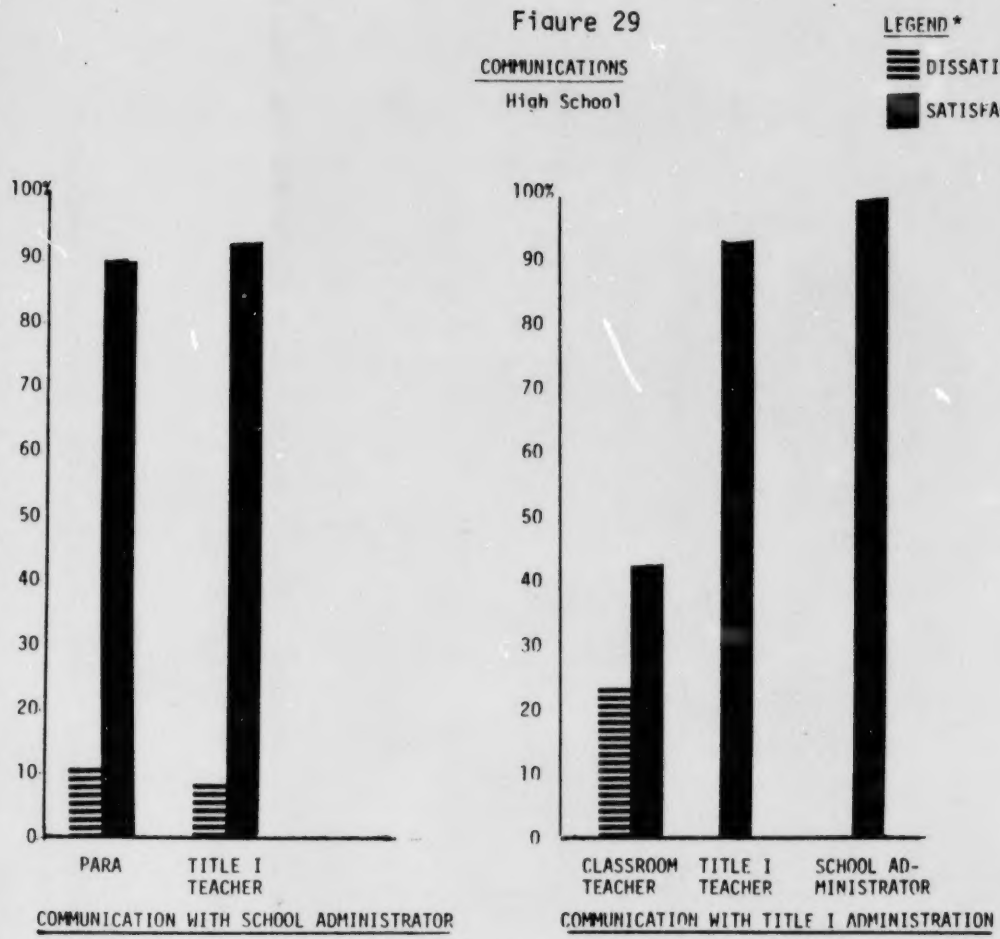


* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

Figure 29

COMMUNICATIONS

High School



* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

Communications between the Title I Administration, Title I teachers, and school administrators were effective, as rated by over 90 percent of the respondents involved (see Figure 29). However, breakdowns in communication occured with non-Title I teachers. Rules and regulations were sometimes not communicated effectively and further contact with Title I administration was limited. One Title I teacher recommended an in-house orientation to the content area teachers.

Non-Title I teacher and Title I teacher communications were also areas of special concern. Ratings from responding Title I and classroom teachers indicated that less than 70 percent were satisfied. (See Figure 28). Classroom teachers often requested more communication with Title I staff. However, there was no designated conference time to facilitate effective communication.

Some 20 percent of Title I teachers were dissatisfied with the amount of opportunity for communications with other Title I teachers. Increased peer sharing at inservice workshops would be useful for these Title I teachers.

A majority of school administrators, Title I teachers, and paraprofessionals were dissatisfied with parent communications. (Refer to Figure 28.) An average of 59 percent of these groups were not satisfied. (More discussion about parents and Title I communications is located in the Community Relations section of this report.)

RELEVANT COMMENTS

" . . . should be more communication with classroom teachers." (Classroom teacher)

" . . . closer coordination with classroom teachers." (Classroom teacher)

"More communication between program and school." (Classroom teacher)

"More time for contact between classroom teachers and Title I teacher." (Classroom teacher)

"Weekly meetings with coordinator so that outside writing and reading assignments can be worked on during Title I reading classes. Conferences on each student's level would be helpful." (Classroom teacher)

"We should have better communication with other professionals in school - teachers and administrators." (Paraprofessional)

"I think there should be an in-house orientation of content area teachers." (Title I teacher)

"I would like to attend workshops with teachers in the building to focus on needs." (Title I teacher)

"I would like more meetings with other Title I high school teachers - what works peer-sharing, methods, effectiveness of intruction." (Title I teacher)

3) Notification of School Activities

When asked to rate their satisfaction regarding notification of school activities, an average of 77 percent of the Title I teachers and their paraprofessionals responded that they were satisfied.

Summary

Some of the least satisfaction with the Title I program lies in the area of communication. School administrators, classroom teachers, Title I teachers and paraprofessionals all indicated that one or more of the communication channels should be strengthened. Communications between Title I staff and school administration was satisfactory. Some difficulties in communications between Title I and classroom teachers were apparent as demonstrated by the dissatisfaction ratings of both groups. Only 67 percent of paraprofessionals reported satisfaction with Title I teacher/paraprofessional teamwork. Communications with parents were rated lowest by everyone.

Classroom teachers did not feel that rules and regulations were adequately communicated to them and Title I staff was only moderately satisfied with the communication of school activities to them.

PROGRAM OUTCOME JUDGEMENTS

The following program outcome judgements were made by Title I related personnel on 1) the extent of reading/math improvement, 2) self-concept gains, 3) attitude toward school, and 4) student enjoyment of Title I.

1) Reading/Math Gains

Among professionals, 85 percent of the Title I teachers were satisfied with the reading or math gains of Title I students. An average of 67 percent of the classroom teachers, paraprofessionals, and school administrators groups indicated satisfaction with student academic gains. (Refer to Figure 30, page 107)

RELEVANT COMMENTS

"I have seen improved self-concept and a more positive attitude toward classwork. However I cannot judge improvement in Math or Reading." (Classroom teacher)

"It [program outcome] . . . depends on the quality of the teaching. The teachers we have now have been here for one year, are trained in Reading. We are lucky." (Classroom teacher)

"Their oral reading is better." (Title I teacher)

"The composition writing skills improved." (Title I teacher)

"The results of the pre and post test show me that the students are learning." (Title I teacher)

"I see progress in their daily work." (Title I teacher)

"Their study habits have improved. They show an interest in class." (Title I teacher)

"They are learning new techniques - how to find signal words, increased vocabulary." (Title I teacher)

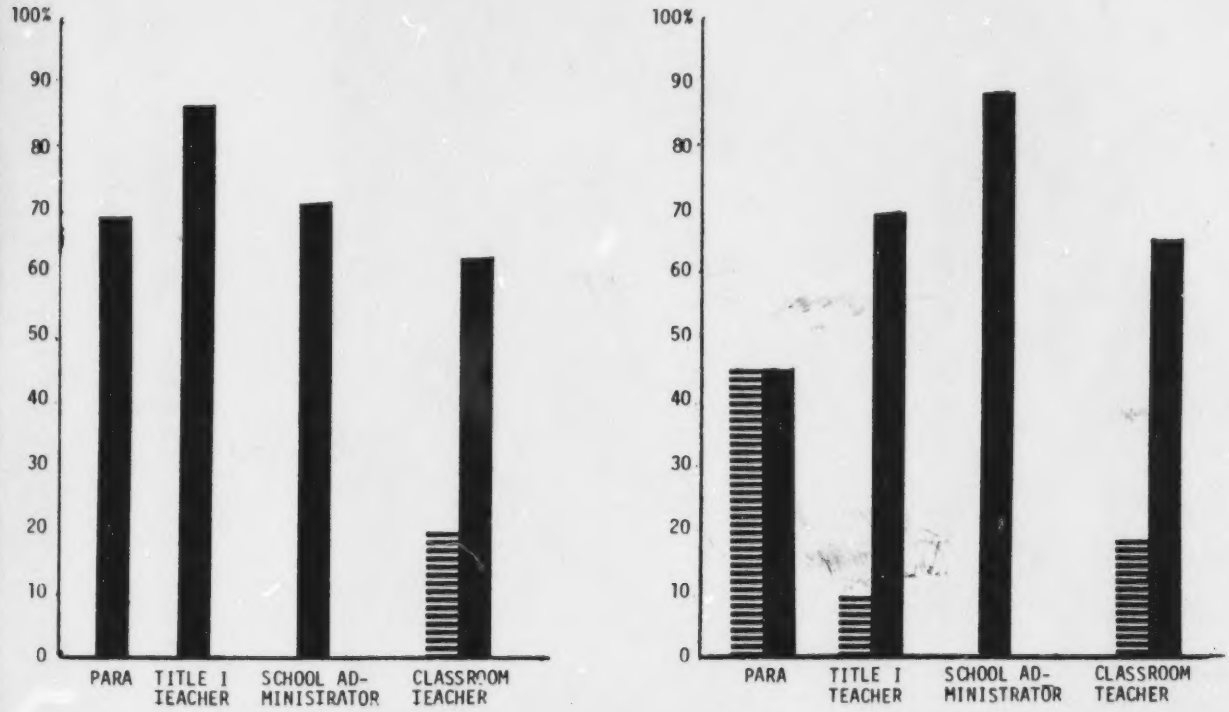
"Improved scores on post-test." (Title I teacher)

"Improved skills are reflected in their work. They become interested in what they're doing. In September, the kids couldn't read, write, speak, listen, or communicate as they do now." (Title I teacher)

Figure 30

PROGRAM OUTCOME JUDGEMENTS

High School



*Graphs represent the percentage of Satisfaction and Dissatisfaction. Remaining responses are Neutral. Neu- responses are not graphed.

"I give monthly pre and post tests. I know they are making progress in their daily work. Their spelling and oral work is better." (Title I teacher)

2) Self-Concept Gains

When asked about gains in self-concept, 100 percent of the principals were satisfied and 76 percent of the Title I teachers were satisfied. Some 68 percent of classroom teachers and 66 percent of paraprofessionals were satisfied with gains in this area. Several comments addressed the question of stigmatization that occurs when students attend Title I classes. (Refer to Figure 31)

RELEVANT COMMENTS

"I recommended that we remove 'Title I' from report cards." (Title I teacher)

"My recommendation is to improve on the label of the program." (Paraprofessional)

"The wording Title I Program has proven to be a great stigma to young adults. The students' attitude to the wording 'Language Arts Program/Remedial Reading' would up-grade their attitudes." (Classroom teacher)

"We need some way to make students feel more positive about Title I. Many feel it is a stigma, the work is 'baby work'." (Classroom teacher)

3) Improved Attitude Toward School

All groups were asked about students' improvement in their attitudes towards school. Principals were the most satisfied (86 percent), and paraprofessionals were the least, with 44 percent indicating satisfaction. Some 69 percent of Title I teachers showed satisfaction and only 64 percent of classroom teachers showed satisfaction with student improvement in attitude towards school. (Refer to Figure 30)

RELEVANT COMMENTS

"The majority of my students improve their attitude toward learning. However, a very small percentage of students have emotional and social problems that affect their progress." (Title I teacher)

"Attending Title I classes does not seem to influence my students who have a negative attitude toward school." (Title I teacher)

"I have seen improved self-concept and a more positive attitude toward classwork." (Classroom teacher)

"I believe our best students read only at level . . . I feel some effort should be made to motivate the students to want to learn to read well. Student apathy is the biggest problem." (Classroom teacher)

4) Students' Enjoyment of Title I Class

When asked to rate their level of satisfaction with students' enjoyment of Title I classes, classroom teachers were the least satisfied at 59 percent indicating satisfaction, 83 percent of the Title I teachers were satisfied, 77 percent of their paraprofessionals were satisfied, and 86 percent of the school administrators were satisfied. (Refer to Figure 31)

RELEVANT COMMENTS

"Some students resent the fact that they have to give up another subject to come to Title I. Others like the opportunity to receive individualized instruction." (Title I teacher)

"The kids resent having to change their schedules in September." (Title I teacher)

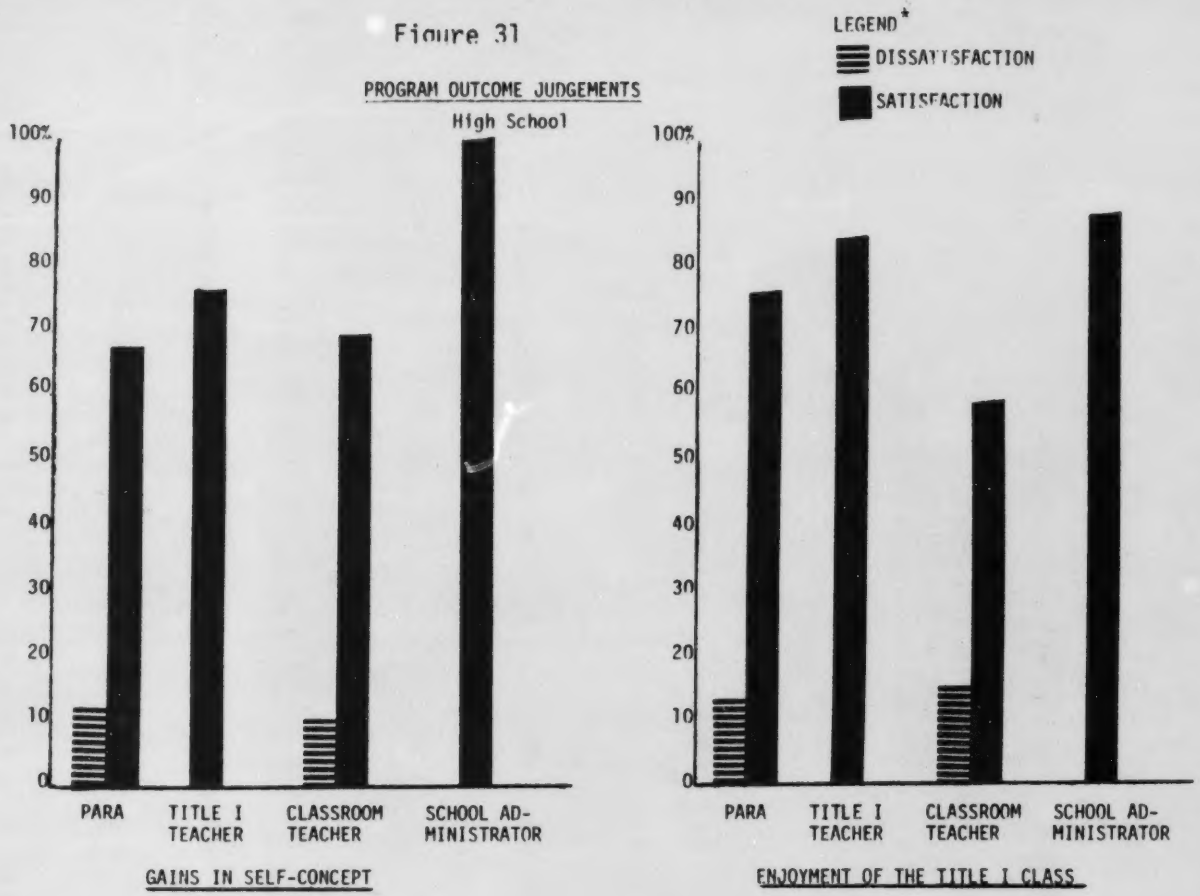
"Some like it - some don't. This class represents stability for them." (Title I teacher)

"I tell them that if they had a physical problem they'd go to a doctor. And that this class is going to help them with their learning problems." (Title I teacher)

Figure 31

PROGRAM OUTCOME JUDGEMENTS

High School



* Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

5) Student Perceptions

Forty seven high school students responded to questionnaires given at random in their Title I reading classes. They were asked to reply RARELY, SOMETIMES, or ALWAYS to questions about what effect attendance in Title I classes has upon them. Specific issues deal with reading gains, improvement in classwork, attendance patterns, and their enjoyment of Title I. Students commented on negative aspects of attending Title I, and their relationship with their teacher. (Refer to Figure 32)

Reading Gains

72 percent of the students said that Title I OFTEN helps them read better, and 22 percent said it SOMETIMES does.

RELEVANT COMMENTS

"Because it helps me read better." (Student)

"Because it's easy to understand. And we understand." (Student)

Improvement in Classwork

While only 59 percent of the students feel that their Title I work ALWAYS helps them do better work in their other classes, 37 percent stated that it SOMETIMES does. The combined number of 96 percent is a significant indication of the amount of impact Title I instruction has upon the students. Student comments reflect appreciation for carry-over into regular classwork.

RELEVANT COMMENTS

"I like Title I reading because it helps me in my vocabulary and when writing good sentences." (Student)

"It helps me improve other things I could do." (Student)

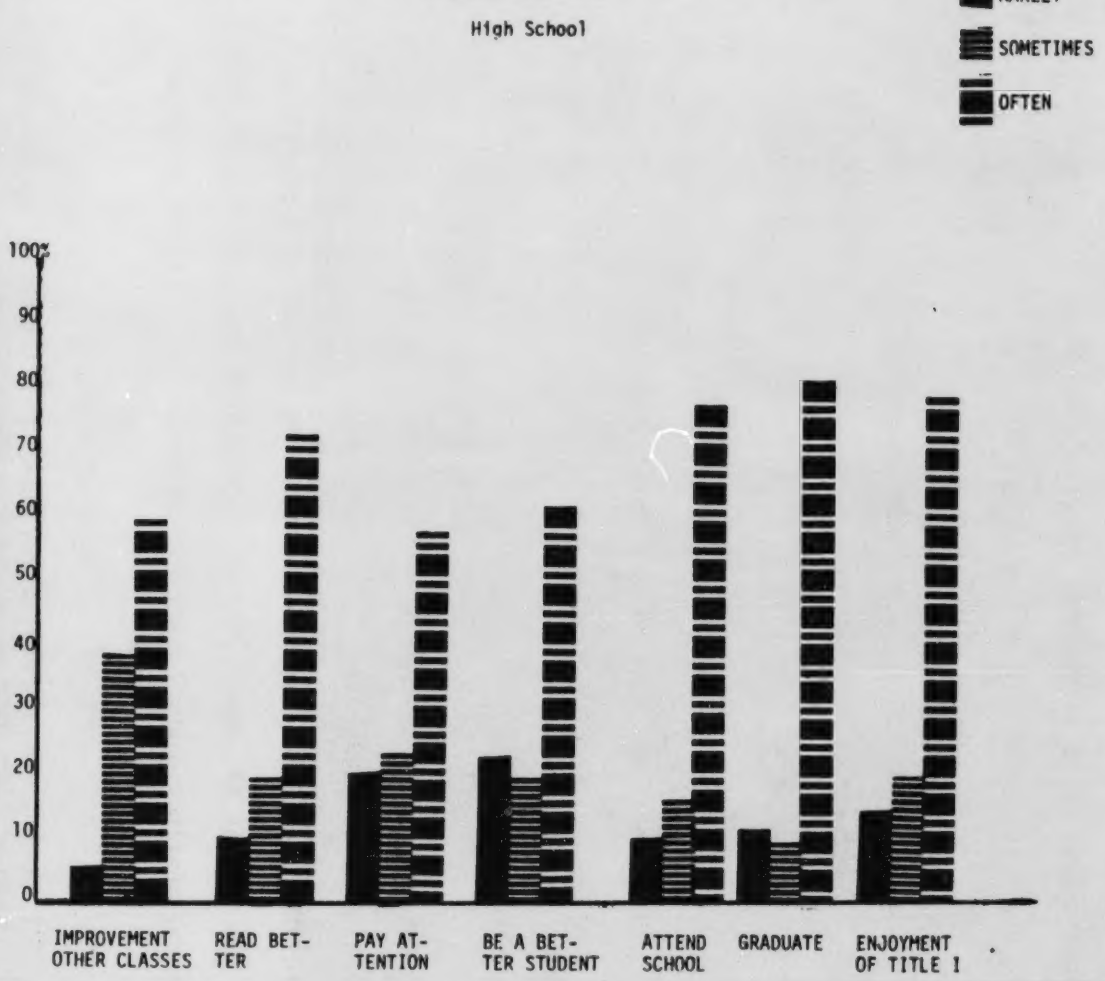
" . . . because it is helping me in school work." (Student)

Figure 32

PROGRAM OUTCOME JUDGEMENTS

STUDENT RESPONSES

High School



Attendance Patterns

A significant percentage (75 percent) of the students felt that Title I was an incentive to attend school. A high number responded that Title I classes motivate them to stay in school and graduate (81 percent).

Enjoyment of Title I Class

Finally, students were asked about their enjoyment of Title I classes. Their responses were influenced by their general outlook on the day they were questioned, their feelings about their Title I teacher, resentment at being pulled out of other classes, feelings of stigmatization, being identified as different from their peers, and by the level of materials they work with, 13 percent RARELY enjoy Title I, 19 percent SOMETIMES, and 78 percent said they ALWAYS enjoy Title I. These results make an interesting comparison with school professionals' assessment of student enjoyment of Title I. (Refer to Figure 31) Working with the teacher was seen as both useful and pleasurable.

RELEVANT COMMENTS

(Enjoyment of Title I Classes)

"I like it because the classes are small." (Student)

"I learn new things." (Student)

"Because it helps me read better." (Student)

(Appreciation of Title I Teacher)

"Because I like the teachers." (Student)

"Because the work helps me to learn and the teachers are friendly and helpful." (Student)

"I like the Title I program because I learn more and the teachers give more help than the regular reading teachers do." (Student)

"They take their time to help you learn and be a better reader in the future." (Student)

(Feelings of Stigmatization and Apathy)

"I don't really like it. This class makes me feel kind of detriment, compared to the people that go to class upstairs." (Student)

"I find nothing special about this class. It is just another class." (Student)

"Title I is okay sometimes, but it is boring sometimes." (Student)

Summary

Although Title I teachers saw definite improvement in their students, classroom teachers and the Title I paraprofessionals did not rate the program outcome as highly. Students, on the other hand, had very strong positive judgements about Title I and its effect upon them. Students consistently reported that it was helpful in both cognitive and affective ways. Student remarks reveal that Title I is sensitive to their needs and that they had an appreciation for what Title I offers them.

C. Summative Evaluation Results

1. Introduction

In this section the summative evaluation results for the high school reading and language arts program will be presented. These results will be in terms of standardized achievement tests and from teachers ratings of the attainment of reading performance objectives. At the end of this section the summative evaluations of the Math program and the Jackson/Mann Program which integrates hearing impaired and hearing non-impaired students will be presented.

2. Reading Achievement Test Scores

High school students in the Title I Program were expected to meet the same objective as the middle school students. This objective is repeated below:

Program Objective

> Given a 45 minute instructional period in reading four days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate levels of the Metropolitan Achievement Reading Survey Test

Test results of High School students taking both the pre and post tests of the Metropolitan Achievement Tests are presented in Table 23. The results included 349 ninth graders, 201 tenth graders, 142 eleventh graders and 41 twelfth graders. Clearly a declining number of students were involved with increasing grade levels. The table presents the average raw scores, percentile and Normal Curve Equivalent (NCE) scores for each grade level. However it is only the NCE scores that will be discussed in this report because the federal government requires that achievement gains be expressed in terms of NCE's.

As shown in Table 23, NCE gains in grades nine through eleven were both positive and significant. The gains were 4.4, 5.3 and 4.8 NCE points for the ninth, tenth, and eleventh grades respectively. The average gain for twelfth grade students, while positive (+ 0.6) was less than the target gain of 1.0 and the twelfth grade group was too small to allow this change to be statistically significantly different from zero.

We can conclude that:

> **On the average, Boston Title I ninth, tenth and eleventh graders averaged substantial pre-post NCE score gains on the reading scores of the Metropolitan Achievement Tests and exceeded the program objective of a 1.0 NCE gain.**

We also have to conclude that:

> **The Boston Title I High School program showed the lowest average test score gains in the 12 grade.**

Although twelfth grade students made lower test-score gains than students in the other three grades, several points need to be considered. One difference is that twelfth graders averaged lower pretest reading scores which suggests that twelfth graders may have entered the program with a lower reading level. Another difference is that a large percentage of the twelfth graders did not take both pre and post-tests, and the small group available for analysis may not be entirely representative. It should also be noted that the public school twelfth graders did reach the stated goal of 1.0 NCE point gain, although the parochial school students averaged a loss of 0.7 NCE points.

For each of the four grade levels, the public school programs reported higher gains than did the parochial programs. For example, in the ninth they were 4.6 as compared to 3.2. At the twelfth grade level the same pattern prevailed. The reason for the differences in public and parochial school gains is not clear.

We can conclude then:

Reading gains were higher for public school students than for parochial school students.

Table 23

SUMMARY OF THE RAW SCORES, PERCENTILE AND NCE READING SCORES OF HIGH SCHOOL STUDENTS ON THE METROPOLITAN ACHIEVEMENT TESTS

		Raw Scores			Percentile			NCE Points		
	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PUBLIC SCHOOLS										
Grade 9	274	23.4	29.5	6.1	12.1	17.1	5.0	25.4	30.0	4.6*
10	166	19.1	23.1	4.0	7.3	11.8	4.5	19.4	25.0	5.6*
11	114	21.2	25.9	4.7	9.2	13.8	4.6	22.0	27.1	5.1*
12	34	17.2	18.9	1.7	3.3	3.7	0.4	11.3	12.3	1.0
PAROCHIAL SCHOOLS										
Grade 9	75	28.6	33.6	5.0	21.8	26.5	4.7	33.6	36.8	3.2*
10	35	19.6	22.6	3.0	7.9	10.9	3.0	20.3	24.1	3.8
11	28	21.3	25.6	4.3	9.0	12.3	3.3	21.8	25.6	3.8
12	7	18.6	19.6	1.0	4.0	3.7	-0.3	13.1	12.4	-0.7
TOTAL STUDENTS										
Grade 9	349	24.5	30.3	5.8	13.8	18.8	5.0	27.1	31.4	4.4*
10	201	19.2	23.0	3.8	7.4	11.7	4.3	19.6	24.9	5.3*
11	142	21.2	25.8	4.6	9.2	13.5	4.3	22.0	26.8	4.8*
12	41	17.4	19.0	1.6	3.4	3.7	0.3	11.7	12.3	0.6

*denotes statistically significant pretest to posttest gain.

In summary, the data from the reading scores of the Metropolitan tests for matched pre-post tested students indicates that:

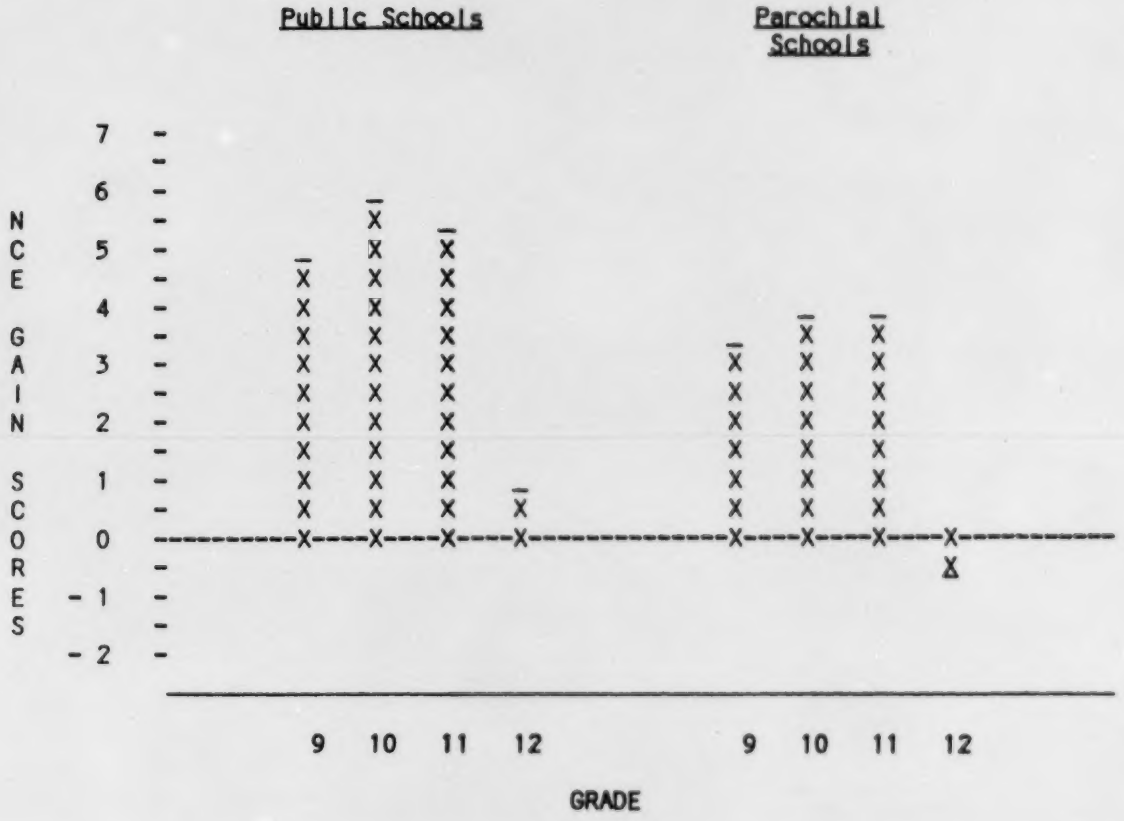
- The program exceeded the program objective in grades 9, 10 and 11, met the objective in public school twelfth grade, but fell short of the goal in parochial school twelfth grade.
- On the average, public school students did better than parochial school students.

Figure 33, below, compares NCE reading gains of public and parochial school students in a graphical presentation.

Figure 33

HIGH SCHOOL NCE READING SCORES GAIN OF THE

METROPOLITAN ACHIEVEMENT TESTS



3. Results for LANGUAGE ARTS for High School Students

The objectives for the Title I program in Reading/Language Arts with respect to language arts were stated as follows:

> Given an individualized 45 minute instructional period in language arts, one day a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score as measured by the appropriate level of the California Achievement Test, 1977-1978 Edition.

Public School Students

The results for the Language Arts subtests on the California Achievment Tests for public high school students are presented in Table 24. These results indicate that for grades 9, 10, 11, and 12 and for all the subtests, pre-post test gains were greater than the target of 1.0 NCE points.

For SPELLING the NCE gains were 1.9, 2.9, 5.1, and 6.1 for grades 9-12 respectively. For LANGUAGE-MECHANICS the NCE gains were 1.6, 1.7, 3.8, and 6.7 while for LANGUAGE EXPRESSION they were 5.1, 1.7, 1.0, and 8.4. For the TOTAL LANGUAGE test results the NCE gains were 3.2, 2.8, 1.9, and 7.0.

These results can be summarized as follows.

- On pre-post California Achievement Tests of Language Arts all four grades at the high school level met or exceeded the target of 1.0 gains in NCE points.
- Although twelfth graders showed the least gain on reading achievement scores, they showed a higher gain than any of the other grades on the California Achievement Tests of Language Arts.

Table 24

SUMMARY OF GRADE EQUIVALENT, PERCENTILE AND NCE SCORES ON THE LANGUAGE ARTS SUBTESTS OF THE CALIFORNIA ACHIEVEMENT TESTS FOR PUBLIC HIGH SCHOOL STUDENTS

Grade	N	Grade Equivalent			Percentile			NCE		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
SPELLING										
9	265	7.1	7.1	0	27.0	30.0	3.0	37.1	39.0	1.9
10	235	6.0	6.5	0.5	19.0	23.0	4.0	31.5	34.4	2.9
11	147	7.1	8.5	1.4	18.0	25.0	7.0	30.7	35.8	5.1
12	42	7.1	8.5	1.4	13.0	21.0	8.0	26.3	33.0	6.7
LANGUAGE-MECHANICS										
9	265	4.7	5.3	0.6	17.0	19.0	2.0	29.9	31.5	1.6
10	235	5.0	5.6	0.6	15.0	17.0	2.0	28.2	29.9	1.7
11	147	5.3	6.1	0.8	12.0	16.0	4.0	25.3	29.1	3.8
12	42	6.0	7.7	1.7	13.0	21.0	11.0	26.3	33.0	6.7
LANGUAGE EXPRESSION										
9	265	5.6	6.6	1.0	18.0	25.0	7.0	30.7	35.8	5.1
10	235	5.3	6.2	0.9	15.0	17.0	2.0	28.2	29.9	1.7
11	147	6.5	6.8	0.3	14.0	15.0	1.0	27.2	28.2	1.0
12	42	7.2	8.3	1.1	12.0	22.0	10.0	25.3	33.7	8.4
TOTAL LANGUAGE										
9	265	5.3	6.0	0.7	16.0	20.0	4.0	29.1	32.3	3.2
10	235	5.3	6.0	0.7	13.0	16.0	3.0	26.3	29.1	2.8
11	147	6.0	6.7	0.7	12.0	14.0	2.0	25.3	27.2	1.9
12	42	6.7	8.1	1.4	12.0	20.0	8.0	25.3	32.3	7.0

Parochial School Students

The results for the Language Arts subtests on the California Achievement Test for parochial high school students are presented in Table 25. With the exception of language mechanics scores in grade 10 pre-post test gains exceeded the target of 1.0 NCE points at all grade levels.

For SPELLING the NCE gains were 4.2, 7.5, 4.0 and 15.7 in grades 9, 10, 11 and 12. There was a decline in NCE points in language mechanics in grade 10. In the area of LANGUAGE EXPRESSION gains were 3.2, 4.5, 2.2 and 6.8. Finally, TOTAL LANGUAGE gains were 4.7, 2.6, 3.2 and 9.2.

These results can be summarized as follows.

- With the exception of language machanics scores in grade 10, all four grades at the parochial high school level exceeded the target of 1.0 gains in NCE points. Gains ranged from a low of 2.2 to a high of 15.7 NCE points.

Although twelfth grade students had the highest gains in three of the four areas tested, the small sample size has to be considered.

In comparing public and parochial scores, parochial NCE gains were higher in the following areas: spelling (ninth, tenth and twelfth grades), language mechanics (ninth grade), language mechanics (tenth and eleventh grades) and total language (ninth, eleventh and twelfth grades). It should also be noted that in twelve out of sixteen cases, parochial scores were higher than public pre-test scores.

Table 25

SUMMARY OF GRADE EQUIVALENT, PERCENTILE AND NCE SCORES ON THE LANGUAGE ARTS SUBTESTS OF THE CALIFORNIA ACHIEVEMENT TESTS FOR PAROCHIAL HIGH SCHOOL STUDENTS

Grade	N	Grade Equivalent			Percentile			NCE		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
9	77	8.3	8.9	0.6	36.3	44.0	7.7	42.6	46.8	4.2
10	32	7.0	8.4	1.4	23.5	35.7	12.2	34.8	42.3	7.5
11	29	8.2	8.6	0.4	23.5	29.8	6.3	34.8	38.8	4.0
12	7	6.5	9.8	3.3	10.1	29.8	19.7	23.1	38.8	15.7
					LANGUAGE-MECHANICS					
9	77	6.5	7.9	1.4	26.4	36.0	9.6	36.7	42.5	5.8
10	32	7.0	7.1	0.1	24.7	24.1	-0.6	35.6	35.2	-0.4
11	29	6.7	7.5	0.8	17.6	21.0	3.4	30.4	33.0	2.6
12	7	6.0	6.6	0.6	12.3	15.5	3.2	25.6	28.6	3.0
					LANGUAGE EXPRESSION					
9	77	7.5	8.5	1.0	34.1	39.9	5.8	41.4	44.6	3.2
10	32	6.8	8.0	1.2	21.8	28.6	6.8	33.6	38.1	4.5
11	29	6.7	7.6	0.9	14.8	17.3	2.5	28.0	30.2	2.2
12	7	5.4	6.6	1.2	6.2	11.2	5.0	17.6	24.4	6.8
					TOTAL LANGUAGE					
9	77	7.0	8.3	1.3	28.7	36.8	8.1	38.2	42.9	4.7
10	32	6.9	7.7	0.8	21.5	25.3	3.8	33.4	36.0	2.6
11	29	6.7	7.5	0.8	14.3	18.0	3.7	27.5	30.7	3.2
12	7	5.7	6.6	0.9	6.8	14.6	7.8	18.6	27.8	9.2

4. Results of Achievement of Reading Performance Objectives

There were 34 Reading Performance objectives at the high school level organized into four areas. These areas and the number of objectives in each are presented in Table 26.

Table 26

HIGH SCHOOL READING PERFORMANCE OBJECTIVES

Area	Number of Objectives
WORD ANALYSIS	3
VOCABULARY	9
COMPREHENSION SKILLS	19
REFERENCE/STUDY SKILLS	3
TOTAL	34

The Reading Performance Objectives are fully described in the document entitled Reading...Language Arts Performance Objectives High Schools 1981-1982 issued by the Boston Title I Program.

Table 27, on the next page, reports the results of the teachers' ratings of the attainment of these objectives. These results are reported in terms of the percent of the objectives attained for each area and for the total of all 34 objectives. These results are presented separately for the public school and for the parochial school Title I programs for each of the four grades: 9, 10, 11, and 12.

Table 27

MEAN ATTENDANCE AND PERCENT OF PERFORMANCE OBJECTIVES ACHIEVED BY BOSTON TITLE I HIGH SCHOOL STUDENTS

	PROGRAM							
	Regular Public				Parochial			
(GRADE)	9	10	11	12	9	10	11	12
OBJECTIVES								
Word Analysis (3 Objectives)	63%	60%	63%	70%	70%	97%	67%	33%
Vocabulary (9 Objectives)	62%	59%	63%	71%	60%	57%	51%	49%
Comprehension Skills (19 Objectives)	49%	41%	46%	45%	69%	84%	68%	69%
Reference/Study Skills (37 Objectives)	50%	40%	50%	57%	67%	63%	57%	70%
TOTAL OBJECTIVES (34 Objectives)	54%	47%	52%	55%	67%	76%	63%	61%
ATTENDANCE (In days)	100	103	103	102	119	132	123	123
Range* of N's on which %'s are based	247 to 248	166	116	49	55 to 96	14 to 40	9 to 34	2 to 7

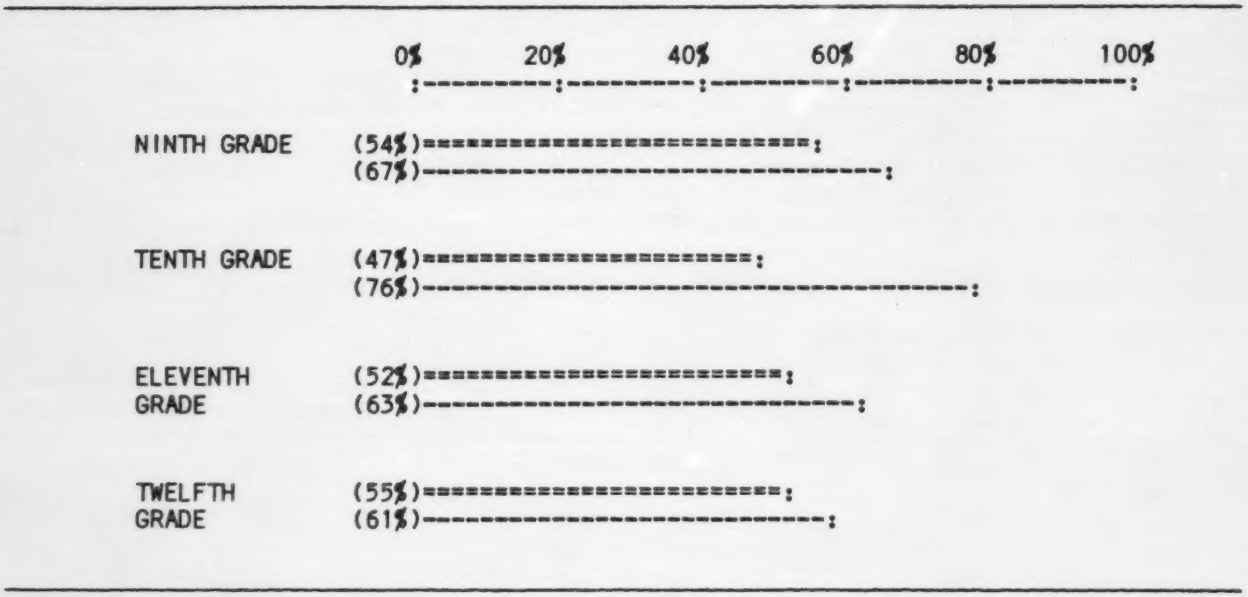
* A range of N's is given because teachers did not test all students on all objectives.

These results from Table 27 are also presented in a set of figures to allow a visual appreciation of the important points.

Figure 34 presents the percent attained for the total set of objectives over the four high school years by program.

Figure 34

PERCENT OF TOTAL READING PERFORMANCE OBJECTIVES ACHIEVED
BY PROGRAM AND GRADE
FOR BOSTON HIGH SCHOOL TITLE I STUDENTS



KEY

===== Public School Title I
----- Parochial School Title I

The first point to note from this figure is that the parochial schools' Title I programs were able to achieve a much higher percent of the Reading Performance objectives than were the public school Title I programs. At the

ninth grade, the difference favoring the parochial schools was 13 percent (67% - 54%). For grades 10, 11 and 12, this difference was 29 percent, 9 percent and 6 percent. Note that these results at the high school level were quite different from those at the middle school level where the public school Title I program was more effective than those parochial school Title I programs for the Reading Performance objectives.

At the high school level, the Reading Performance objectives were quite different than those at the middle school level. These differences; differences in the selection of students, or differences in the regular curriculum in these schools may explain these differences in achievement.

A second point which can be seen from Figure 34 is that in none of the grades and for neither type of school are as many as 80 percent of the Reading Performance objectives attained. When we turn to the individual areas we will see that for grade 10 in the parochial schools, over 80 percent of the Word Analysis and Comprehension Skills objectives are attained.

When we look across years, no consistant pattern emerges. For the public schools, grade 12 is best (55 percent) and grade 10 is worst (47 percent), while for the parochial schools, exactly the opposite pattern exists. For the parochial schools, the 10th grade was best (76 percent) and the 12th grade worst (61 percent). In summary then, the following three findings can be noted:

- Parochial high school Title I programs were able to rate their students as attaining a higher percent of the Reading Performance objectives than were public high school Title I programs.

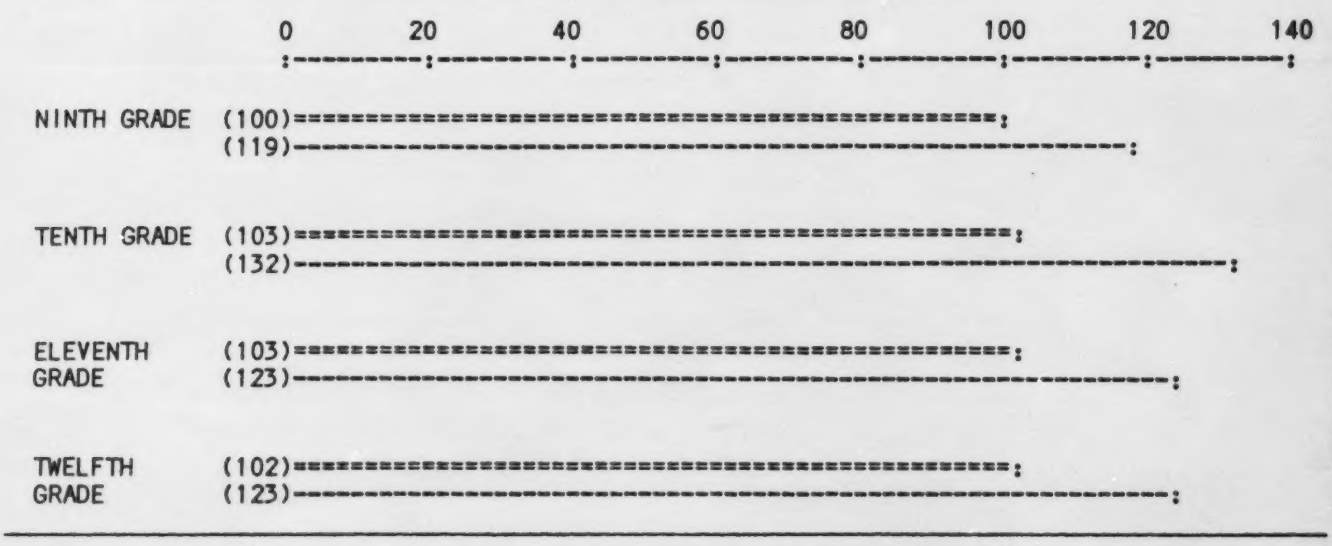
- At no grade level for either public or private Title I high school programs were as many as 80 percent of the Reading Performance objectives attained by the average student.

- No consistent pattern emerged over the high school years in the rated percent of Reading Performance objectives attained.

One fact which may relate to the higher achievement on these Reading Performance Objectives at the high school level may be the much higher attendance levels of the parochial school students. As seen in Figure H, the parochial high school students generally average 19 to 29 more days of attendance in Title I sessions than do the public school students. With these extra days of attendance possibly comes higher achievement.

Figure 35

NUMBER OF DAYS OF ATTENDANCE BY PROGRAM AND GRADE
FOR BOSTON HIGH SCHOOL TITLE I STUDENTS



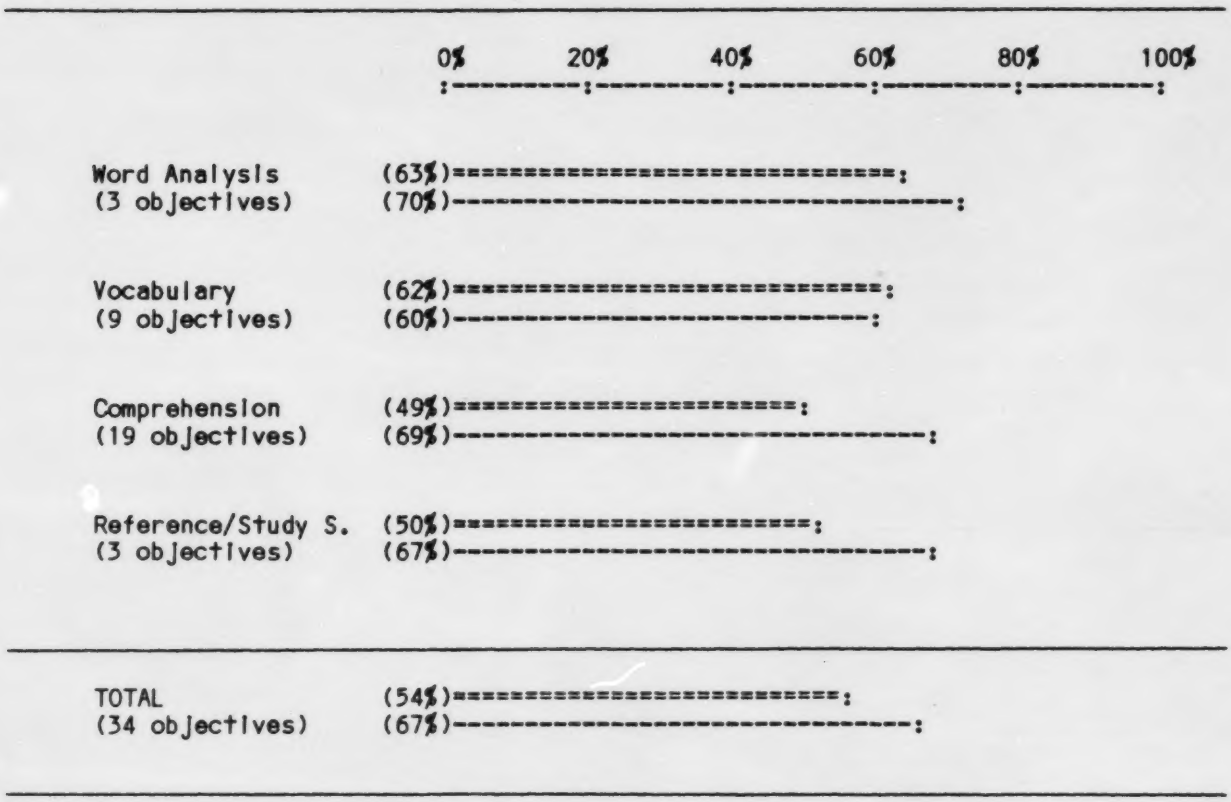
KEY

===== Public School Title I
----- Parochial School Title I

Turning next to the achievement by areas of Reading Performance objectives, Figures 36, 37, 38, and 39 illustrate the achievement within each area by grade level.

Figure 36

PERCENT OF OBJECTIVES ACHIEVED BY NINTH GRADE TITLE I STUDENTS

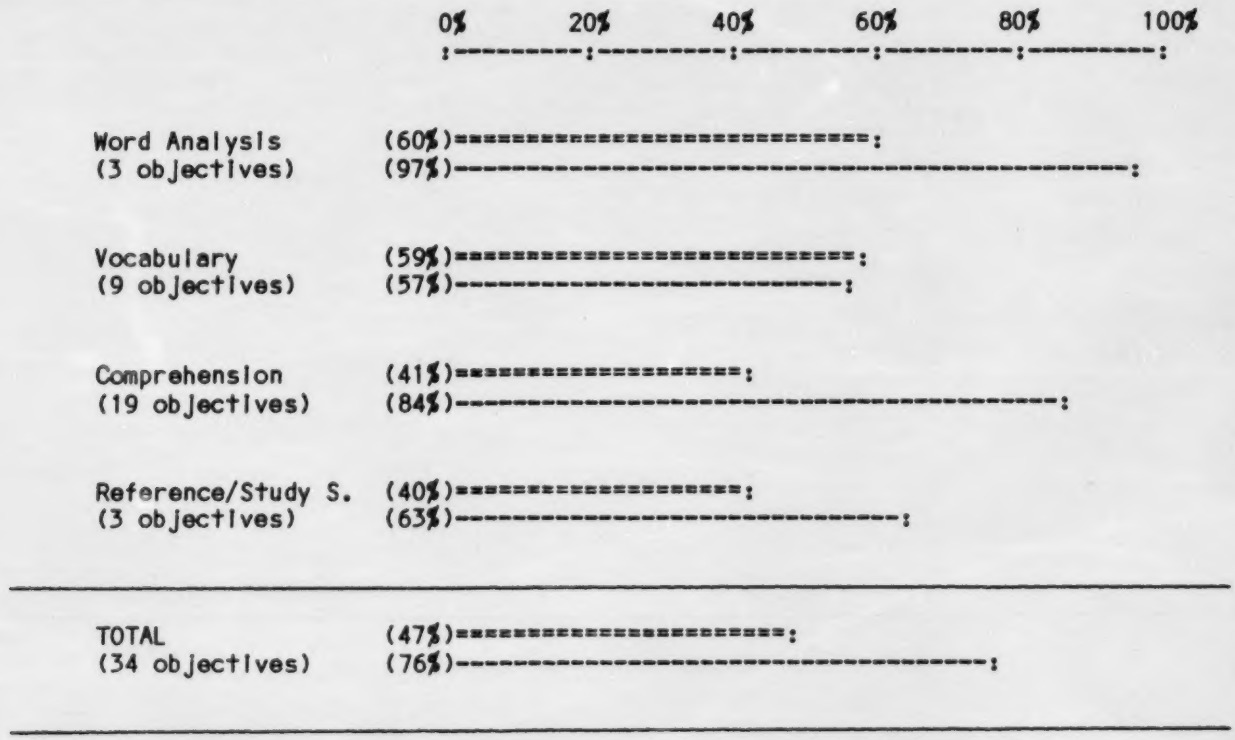


KEY

===== Public School Title I
----- Parochial School Title I

Figure 37

PERCENT OF OBJECTIVES ACHIEVED BY TENTH GRADE TITLE I STUDENTS

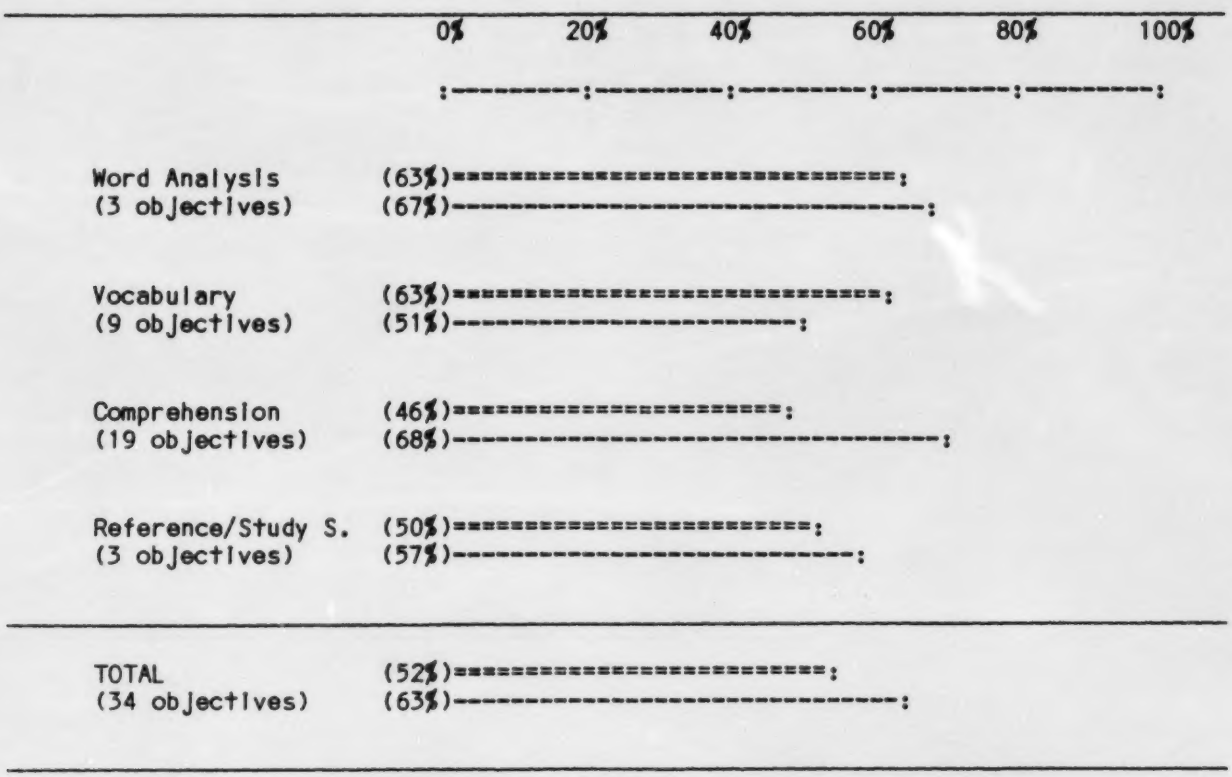


KEY

===== Public School Title I
----- Parochial School Title I

Figure 38

PERCENT OF OBJECTIVES ACHIEVED BY ELEVENTH GRADE TITLE I STUDENTS



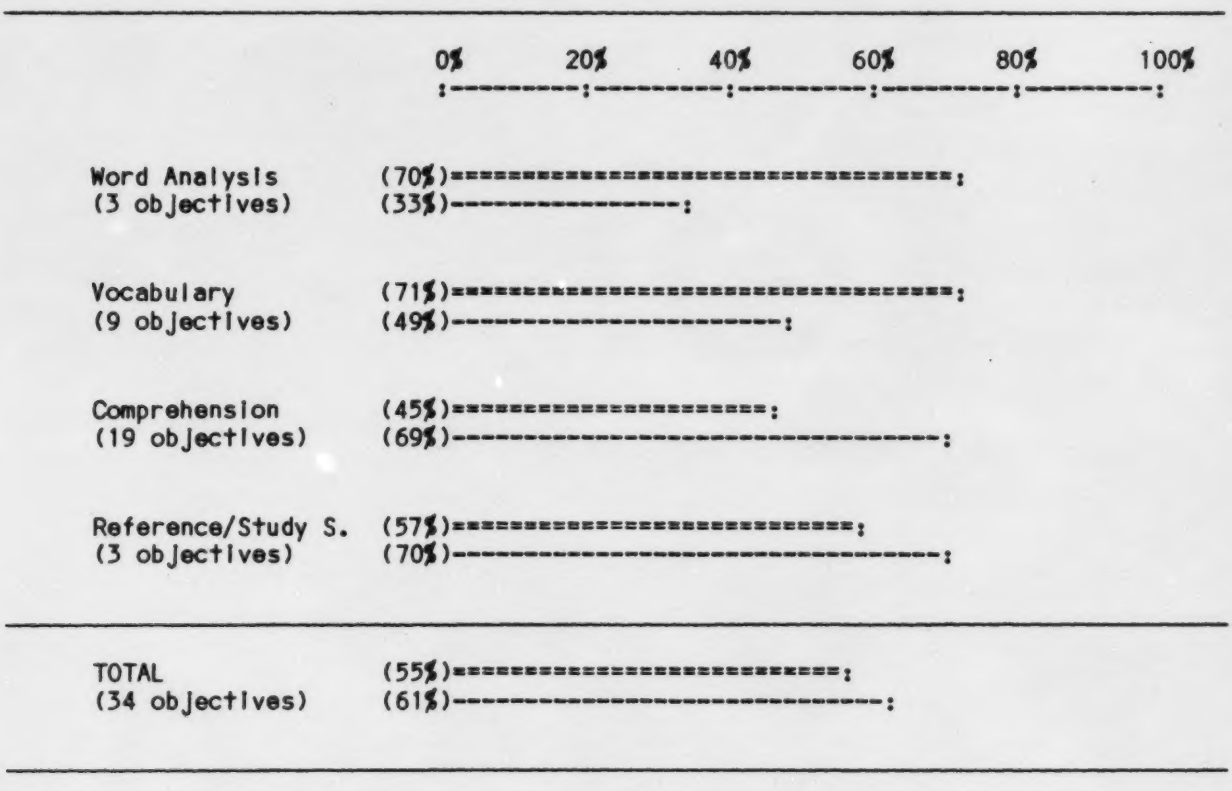
KEY

===== Public School Title I
----- Parochial School Title I

145

Figure 39

PERCENT OF OBJECTIVES ACHIEVED BY TWELFTH GRADE TITLE I STUDENTS



KEY

===== Public School Title I
----- Parochial School Title I

We can summarize these results in Table 28 below:

Table 28

RANK ORDERS OF AREAS OF ACHIEVEMENT OF PERFORMANCE OBJECTIVES OF HIGH SCHOOL TITLE I PROGRAMS

PUBLIC

Achievement	Grade 9	10	11	12	Summary
HIGHEST	WA	WA	WA	V	Word Analysis
2nd HIGHEST	V	V	V	WA	Vocabulary
3rd HIGHEST	R/S	CO	R/S	R/S	Reference/Study
LOWEST	CO	R/S	CO	CO	Comprehension

PAROCHIAL

Achievement	Grade 9	10	11	12	Summary
HIGHEST	WA	WA	CO	R/S	Word Analysis
2nd HIGHEST	CO	CO	WA	CO	Comprehension
3rd HIGHEST	R/S	R/S	R/S	V	Reference/Study
LOWEST	V	V	CO	WA	Vocabulary

As can be seen from Table 28, the Word Analysis area was best achieved by both public and parochial school students. The second best area was the Comprehension area for the parochial school students and Vocabulary for the public school students. For both groups the Reference/Study Skills area was

the third highest. For public schools the Comprehension area was least well achieved and for parochial school schools it was the Vocabulary area.

In general then, the public school students seem to be better achieving in the Vocabulary area while the parochial school students are better in the Comprehension area. In all four grade levels, the public schools had greater achievement in the Vocabulary area than did the parochial schools. The parochial students did better than the public at all four grade levels in the Comprehension and in the Reference/Study Skills areas.

5. Summative Evaluation of Mathematics Program

The objective of the Title I Mathematics program was stated as follows:

> **Given an individualized 45 minute instruction period, five days a week for 35 weeks, the Title I students will show an increase of one normal curve equivalent score, as measured by the appropriate level of the Metropolitan Achievement Tests, Mathematics Survey Test, 1978 Edition.**

The results of pre and post-testing on the mathematics Title I program are presented in Table 29. While only six students had both pre and post-test data available, the results are so striking that they should be reported. Of the six students for whom there is both pre and post-test data, two are ninth graders and four are tenth graders.

On the total math test score the pretest mean was 25.7 NCE points and the post-test mean was 51.3 with a mean gain of 25.7 NCE points. Thus, at least for the six students who took both the pre and post-tests in math, they gained an astounding 25.7 NCE points. Essentially this means that in one year these students moved up to the average of the national norm group for this test.

The gains for the Computation section of the test averaged 22.2 NCE points while the gains for the Concepts and Applications averaged 26.7. Thus the striking gains were present for both subtests.

The two ninth graders had an average NCE gain of 17 points on the total math test while the four tenth graders had an average NCE gain of 30 points, almost double that of the ninth graders.

Table 29

Results of Pre and Post Testing in Math in NCE Scores

No. Math Session Sessions	Grade	Computation			Concepts & Applications			TOTAL		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
		Normal Curve Equivalent (NCE) Scores								
114	9	26	38	12	36	45	9	30	41	23
107	9	37	70	33	36	52	16	36	59	23
116	10	37	65	28	40	58	18	39	63	24
98	10	32	54	22	10	50	40	19	52	33
115	10	18	39	21	20	49	29	15	44	29
118	10	32	49	17	1	49	48	15	49	34
Mean Grade 9	N=2	31.5	54	22.5	36	48.5	12.5	33	50	17
Mean Grade 10	N=4	30	52	22	18	52	34	19.5	52	32.5

It is unfortunate that so few of the students enrolled in the Title I math took both the pre and post-tests since the small numbers makes these results statistically unreliable. However the observed gains are so large that this mathematics program should be further examined.

6. Summative Evaluation of Jackson-Mann Program

There was a special Title I program at the Jackson-Mann school where individualized instruction was provided to 28 hearing impaired students. Because of the uniqueness of this program, data from these hearing impaired students were analyzed separately. These students were given "off-level" tests. That is they were not given the tests appropriate to their age or to their grade placement, but rather the teacher chose tests which were appropriate to the functional level of the students. The grade placements of the students ranged from 6th to 12th.

Table 30 presents the information from the Metropolitan Achievement Test and Table 31 presents the data on the achievement of Reading Performance Objectives.

Table 30

Summary of the Raw Scores, Percentiles and NCE Scores of the Jackson-Mann Hearing Impaired Students on the Metropolitan Achievement Tests

Grade	N	Raw Scores			Percentile			NCE		
		Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
6	3	35.3	38.0	2.7	12.7	15.0	23.0	25.3	28.0	2.7
7	4	31.5	33.8	2.3	8.8	6.0	-2.8	20.3	16.8	-3.5
8	2	27.0	22.5	-4.5	6.0	5.5	-0.5	15.0	12.0	-3.0
9	0	--	--	--	--	--	--	--	--	--
10	5	21.4	24.8	3.4	1.2	1.2	0	1.0	1.0	0
11	5	25.0	25.4	0.4	1.0	1.0	0	1.0	1.0	0
12	2	34.0	25.0	-8.5	2.0	1.0	-1.0	4.0	1.0	-3.0
TOTAL	21	27.9	28.4	-0.5	4.8	4.4	-0.4	9.8	8.9	-0.9

As can be seen from the table, the Jackson-Mann hearing impaired students were not able to gain on the national norm group for the Metropolitan test. Their NCE gain score was a negative 0.9 indicating that they were falling somewhat further behind the national norm group.

The teacher's ratings of a total of 57 objectives were divided into four areas, they are presented in Table 31.

Table 31

Mean Attendance and Percent of Reading Performance Objectives Achieved by Jackson-Mann Hearing Impaired Students

Grade	6	7	8	9	10	11	12	TOTAL
N	4	4	2	3	8	5	2	28
Objectives								
Vocabulary (17 objectives)	18%	14%	12%	16%	11%	12%	21%	14%
Comprehension Skills (16 objectives)	27%	6%	22%	33%	28%	38%	41%	28%
Study Skills (16 objectives)	33%	33%	28%	13%	19%	8%	13%	21%
Language Arts (8 objectives)	16%	19%	25%	25%	23%	13%	13%	19%
Total Objectives (57 objectives)	24%	18%	21%	21%	20%	18%	18%	20%
Attendance (in days)	102	133	130	63	95	113	88	103

These students generally were able to accomplish about one-fifth of the performance objectives by the end of the year. There is no obvious pattern to the percent of objectives attained and grade placement.

V. COMMUNITY RELATIONS/SECONDARY SCHOOLS

Fifteen Community Liaison Aides, under the direction of two Assistant Directors/Community Relations, assume liaison responsibility for the Secondary Schools. Each Aide has between 10 and 13 schools assigned to her.

The Community Liaison Aides each received questionnaires for distribution at local PAC's during the first week of May.

The job of Assistant Director/Community Relations is shared by two individuals who have divided responsibility for various parts of this job. While one works with parents on budget, evaluation, and project application, the other is in charge of dissemination, by-laws, and planning. Among its major accomplishments this year, the BTIPAC had a great deal of input into planning and development, needs assessment, the Project Application, and evaluation.

About 50 parents attend the city-wide PAC meetings. Attendance this year was lower than in previous years due to the several major problems that confronted Boston. The Assistant Director stated that the most frequent type of parent involvement is attendance at PAC meetings, and that the second most common involvement is a visit to the school. Among the activities of the BTIPAC are showing the film "Boston Title I" and conducting a workshop on how parents can help students at home. Other PAC agendas have been devoted to budget discussions, showing parents how to make educational games for their children, and a meeting with a librarian on books for summer reading. In addition, the Associate Director for Research and Evaluation attends meetings to discuss testing. Other agenda items were discussions on Chapter 766 (Special Education) and Social Services.

The Community Relations Department maintains a bulletin board in their office and has established a warm atmosphere for aides.

Money from the Title I parents' budget has been disbursed this year to pay for 1) travel - to local, state and national Title I meetings; 2) dissemination of materials; 3) postage; 4) paper; and, 5) running workshops. Buses, speakers, coffee and meals were some of the additional expenses.

A. City-Wide Parents' Advisory Council

This year the city-wide PAC voted to rename itself the BTIPAC, Boston Title I Parents' Advisory Council. Meetings were held on a monthly basis. Eight city-wide PAC meetings were held this year. All meetings, except one, were held on Mondays. Average attendance was 28 parents per meeting.

Table 32

BOSTON TITLE I PARENTS' ADVISORY COUNCIL
MEETINGS AND ATTENDANCE

DATE	ATTENDANCE
September 22	38
October 20	34
November 24	25
December 15	29
January 19	26
February 23	27
March 16	21
April 8	23

The timing of meetings conflicted with many parents' schedules. One parent requested that meeting times be alternated - mornings one time, evenings, the next.

B. Local Parent Advisory Council

The community relations staff, working through their liaisons, continued this year to try to establish a local PAC at each middle and high school. Of 37 middle schools, parent meetings were held at 28 schools. At three of these schools parent attendance was "zero". Average attendance at middle school PAC meetings is 7.9.

At the high school level, attempts were made at 11 schools to form parent advisory councils. Only seven of these schools were able to draw parents. Attendance was minimal, averaging 3.11 parents per meeting. This is less than the minimal number of eight parents required to establish a local PAC.

Cheverus, Irving, Lewenberg, Lewis, Mead, Thompson, Wheatley, and Wilson Middle Schools had non-existant PAC's.

At parochial middle schools average PAC attendance was 7.9, while public school attendance was 3.22. Similarly, parochial high school PAC attendance averaged 5.29, and public high school PAC attendance decreased to .93. Although parent attendance is low at both middle and high school levels, PAC's at parochial schools are much more viable than those at public schools.

C. Level of Satisfaction with Parent Participation

Of all the aspects of the Boston Title I Reading/Language Arts and Math program, evaluation responses about parent involvement elicited the highest level of dissatisfaction. (Refer to Figures 40 and 41, pages 149 and 150) Classroom and Title I teachers, paraprofessionals and principals were asked about their level of satisfaction with the parents' involvement with students' education. Principals were the most dissatisfied (85 percent), 61 percent of teachers were dissatisfied with parents' participation, 66 percent of the paraprofessionals and 36 percent of the classroom teachers indicated that they were not satisfied.

When asked about the satisfaction with parents' cooperation, 36 percent of the Title I teachers were satisfied, and 36 percent indicated dissatisfaction. Paraprofessionals, too, were quite dissatisfied (66 percent) with parents' cooperation.

One teacher, who teaches public speaking in his class requires each of his students to give a short speech in the library. These presentations have been attended by parents as well as Title I administrators, non-Title I teachers, and students from the school.

During the evaluation, many of the teachers commented that the high school students are an older population, some of them are as old as 20, and many are 18 years old. Parents maybe feel that they have "lost control" or that it is "inappropriate" for them to attend school-related meetings. Three teachers mentioned to the evaluator that their students are already functioning as adults - they have spouses, babies, and jobs. It would appear unseemly for the parents of such students to attend school meetings. Teachers also commented upon the high number of working parents, and single parent families.

RELEVANT COMMENTS

"Over the phone, parents appear to be supportive. However, no parent has ever attended a parents' meeting." (School administrator)

"Several sincere efforts have been initiated to recruit parents and their support. The apathy however still exists." (School administrator)

"Out PAC parent sent out a notice of a meeting, followed it up with a phone call, sent another announcement, and then telephoned the night before the meeting. Not one parent came." (Title I teacher)

"It's extremely difficult to get any significant involvement at this level." (Title I teacher)

"Parents of high school students do not set a high priority on coming to discuss their sons or daughter's progress. This is not peculiar to the Title I program. Not many parents come to 'open house' days for the whole school faculty." (Title I teacher)

"It has been very disappointing." (School administrator)

"We have not been able to solicit parent involvement." (School administrator)

Summary

Community liaison aides have been active this year in continuing to develop local PAC's. Meeting topics have been interesting and varied. Parochial school PAC's have received higher parent participation than those at public schools. City-wide and local PAC meeting attendance is low at the secondary level.

Parent involvement at the secondary level is generally low for both Title I and non-Title I programs. Parent meetings are poorly attended due to conflicting schedules, distance, and child care problems. Primary contact is teacher initiated. Although involved staff are dissatisfied with the level of parent participation, teachers feel that parents tacitly support the Title I program. Staff encouraged more parent/teacher conferences.

Figure 40

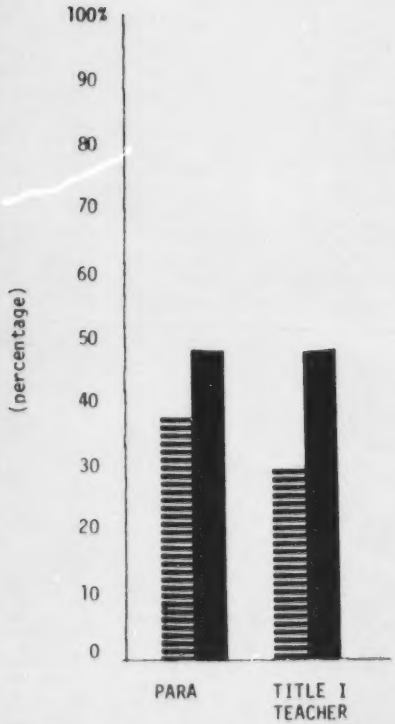
PARENT PARTICIPATION

MIDDLE SCHOOL

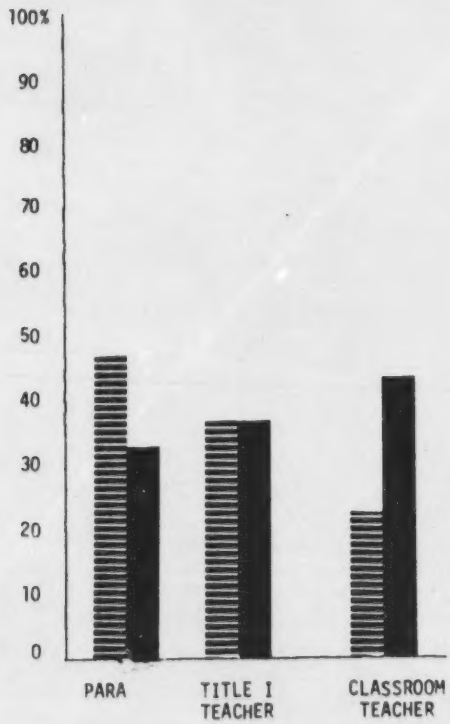
LEGEND

- DISSATISFACTION
- SATISFACTION

NEUTRAL - NOT INDICATED
PERCENT DOES NOT EQUAL 100

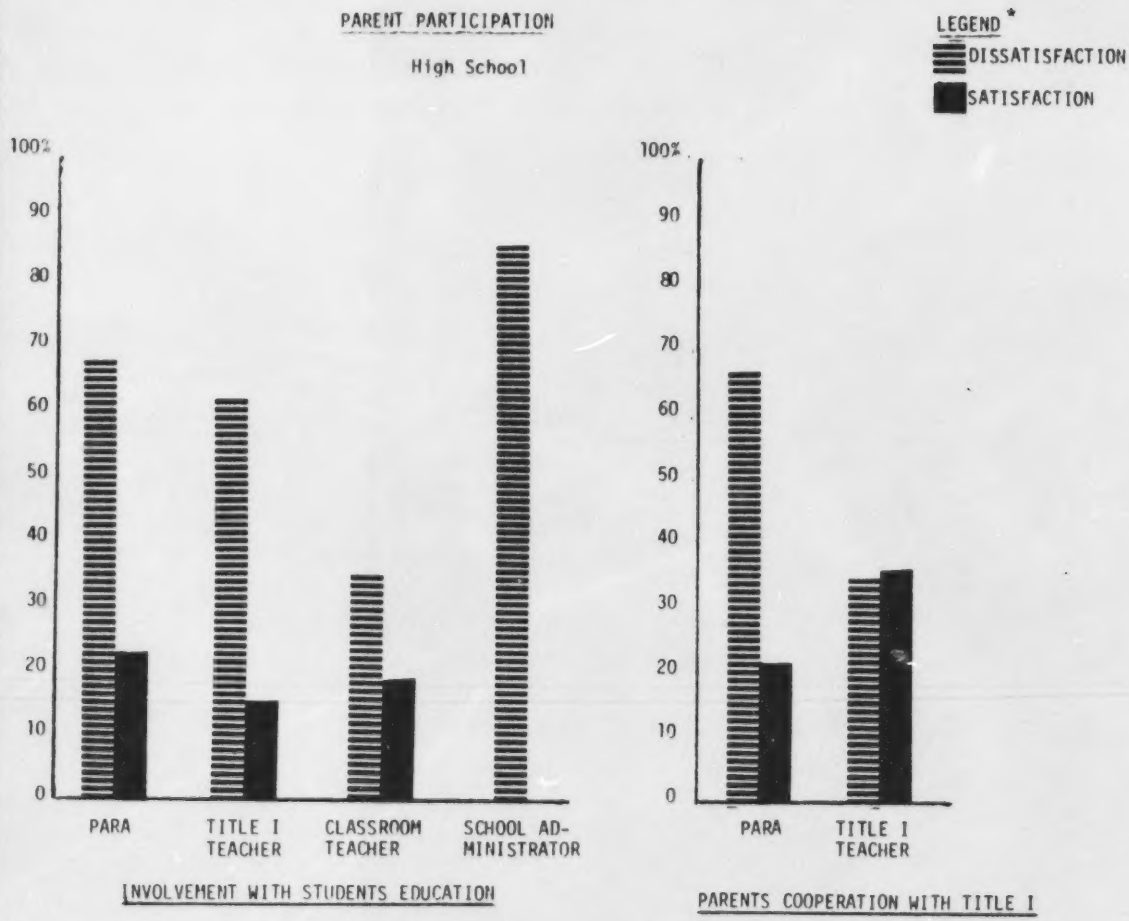


PARENT COOPERATION WITH TITLE I TEACHER



DEGREE OF PARENT INVOLVEMENT IN STUDENTS PROGRAM

Figure 41



Graphs represent the percentage of respondents who showed Satisfaction or Dissatisfaction. Remaining responses were Neutral. Neutral responses are not shown.

VII. RECOMMENDATIONS

A. Middle School

ADMINISTRATION

Recommendation 1: **The Middle School Title I Program should be continued.**

Discussion: The Middle School Title I programs met or exceeded the stated goal of a 1.0 NCE gain on both the Metropolitan Achievement Reading Survey tests and on the California Achievement Tests at the sixth, seventh, and eighth grade levels, in both public and parochial schools. The achievement of these major cognitive goals warrants continuation of the program.

Recommendation 2: **The Reading Performance Objectives and the curricular activities associated with them should be examined to determine what prevents students from a higher level of attainment.**

Discussion: The percent of students achieving the Reading Performance Objectives ranged from an average of 47% to 64% in the various grades and programs. This achievement is far below the 80% goal. It is difficult to ascertain the reason for the low attainment of these goals, especially given the quite good performance on the Metropolitan tests. It could be that the expectations are too high, or that the curricular activities designed to help students to attain these goals are less than optimally effective.

Recommendation 3: **The New Century Lab program (NCEC) should be continued and expanded.**

Discussion: The NCEC program was especially effective in terms of the standardized test score gains obtained. Since it was more effective than the regular program, the pilot should be continued and expanded. An examination of the factors of the NCEC program which make it effective should be made. We would suggest that the efficient use of student learning time, heightened attention, a disciplined and organized sequence of learning activities, and rapid feedback of results are among the reasons for the higher effectiveness of the NCEC program. It may be possible to infuse some of these factors into the regular Title I program.

Recommendation 4: **There is overlap in the job functions performed by the staff development team and the assistant directors. These roles should be consolidated to form one position.**

Discussion: The primary emphasis of staff development is to provide inservice workshops and onsite instruction to Title I staff. Assistant Directors monitor the administrative aspects of the program. There appears to be overlap between job functions, in areas such as staff competence issues and staff needs. Perhaps roles could be combined to one position entitled Assistant Director/Staff Development with one person assigned to each district. The Assistant Director/Staff Development person would be a reading specialist with administrative skills. Responsibilities of this new position would entail assessment of staff training needs, provision of workshops, regulation of materials, and supervision of staff personnel issues. This new role should exist at all levels of the Title I program.

Recommendation 5: **Staff selection should involve both Title I Administrators and School Administrators.**

Discussion: Present staffing is regulated by a teacher's seniority in the Boston Public School system pool. Since individual schools have Title I needs particular to their individual populations, both Title I and school administrators desire to have some input for staff placement.

Recommendation 6: **Paraprofessionals should have the literacy skills of a high school graduate.**

Discussion: It was reported by involved staff that many paraprofessionals were unqualified to teach at the middle school level. Some lack many of the skills they need to supplement teacher instruction effectively.

INSERVICE/STAFF DEVELOPMENT

Recommendation 1: **Continue orientation for teachers and paraprofessionals.**

Discussion: Orientation unifies Title I staff at the beginning of the year and is an opportunity to give overall administrative directives. Orientation is especially valuable to new teachers.

Recommendation 2: Two mini-workshops for New Century Lab teachers should be provided annually.

Discussion: The lab program is unique to Title I; therefore teacher needs are somewhat different from standard Title I teaching needs. Instructional techniques and innovative utilization of the lab would be useful peer-sharing workshop topics for involved teachers, in addition to formal company instruction.

Recommendation 3: Effort should be made to increase level of communication with classroom teachers. A formal orientation to Title I rules and regulations is needed.

Discussion: Even after the many years that the Title I program has been in existence, regular classroom teachers remain not very knowledgeable about the rules and regulations. A formal orientation or a manual or brochure might assist these regular teachers in understanding Title I.

STUDENT SELECTION AND SCHEDULING

Recommendation 1: Increase the amount of staff input in student selection, perhaps through use of a checklist completed by principals or teachers in addition to test scores.

Discussion: Priority students could be better identified. All levels of involved staff feel that too much emphasis in student selection is placed on test scores alone. Although Title I "wait-lists" are lengthy at most schools, highest priority need students are not always selected for receipt of services. External variables often influence test scores such as level of testing effort, daily attitude, "over-testing", and guesswork.

Recommendation 2: Tests seem to be a valid measure of course content, however, revisions in testing conditions need to be made, i.e. timeliness and consistency of location for testing.

a) The number of Title I and city-wide testing days should be investigated.

Discussion: Title I teachers complained that too many instructional days are spent in testing. Too much testing can detract from course instruction time or cause lower student performance on tests.

b) **Pre and post test conditions should be the same for optimum comparison of gain scores.**

Discussion: Pre-tests are often given in the Title I classroom, while post-testing occurs in the homeroom. Varying conditions may affect student performance.

Recommendation 3: **Scheduling of Title I should occur when original class schedules are established and listed on the students' class assignment list at the beginning of the year.**

Discussion: At many schools student identification and scheduling did not occur until the second or third week of school. As a result, students resent being pulled from classes they enjoy and they experience more blatantly the effects of stigmatization. Lateness of scheduling also can minimize program importance among non-Title I staff and students.

Recommendation 4: **Continue the present student/teacher ratio allotment of nine students per class.**

Discussion: Class size is conducive to individualized instruction with one teacher and one paraprofessional per nine students.

MATERIALS AND FACILITIES

Recommendation 1: **There is a need for equitable distribution of materials among schools.**

Discussion: Several schools had an excessive abundance of Title I materials this year. Unused materials should be removed from classrooms and distributed to schools more in need. In schools where vandalism is more prevalent, secured storage space and additional materials should be provided.

PARENT INVOLVEMENT

Recommendation 1: **Parent involvement is low at the middle school level. Reconsideration of type of parent involvement encouraged should be given.**

Discussion: PAC activity on a local level is minimal and non-existant in many schools. Parent involvement within the classroom should continue to be encouraged.

B. High School

ADMINISTRATION

Recommendation 1: **The High School Title I Program should be continued for grades nine, ten and eleven.**

Discussion: The High School Title I programs met or exceeded the stated goal of a 1.0 NCE gain on the Metropolitan Achievement Reading Survey tests at the ninth, tenth and eleventh grade levels, in both public and parochial schools. Performance was lower at the twelfth grade level and many twelfth graders did not take the post-tests. The program for the twelfth graders should be examined carefully and perhaps discontinued. The highest achievement levels on the California Achievement Tests were obtained in the 12th grade, and all four grades met their objectives of at least a 1 NCE point gain on this test. This result may well argue for retaining the Title I program for the 12th grade.

Recommendation 2: **The Reading Performance Objectives and the curricular activities associated with them should be examined to determine what prevents students from a higher level of attainment.**

Discussion: The percent of students achieving the Reading Performance Objectives was generally below the 80% goal. It is difficult to ascertain the reason for the low attainment of these goals, especially given the quite good performance on the Metropolitan tests. It could be that the expectations are too high, or that the curricular activities designed to help students to attain these goals are less than optimally effective.

Recommendation 3: All Title I teachers of Reading should be either Reading certified or should attend workshops specific to the teaching of Reading.

Discussion: A significant number of Title I teachers are not only not Reading teachers, but they have come into the program from content areas other than English. Teaching these people specific skills can only increase their effectiveness.

Recommendation 4: Paraprofessionals should have the equivalent of a High School Diploma.

Discussion: Both paraprofessional and teacher should serve as positive and capable role models to the students. Paraprofessionals should have at least the same competencies that students are working to master. Staff Development and/or Reading teachers should conduct workshops for paraprofessionals.

INSERVICE/STAFF DEVELOPMENT

Recommendation 1: **Clearly separate the instructional and administrative aspects of Title I instruction during orientation.**

Discussion: There should be a mutual understanding of the goals of orientation so that staff development and teachers have the same expectations. The technical and administrative content of orientation should be distinct from instructional content.

Recommendation 2: **Provide for staff assigned to Title I after orientation.**

Discussion: A small workshop should be held at the start of the second semester to accomodate teachers who could not attend orientation held in October.

Recommendation 3: **Workshops should respond to diverse backgrounds of two distinct groups - teachers and paraprofessionals.**

Discussion: Not all of the Title I teachers are experienced in Title I instruction. While some teachers are certified in Reading, or are English teachers, others have no previous experience in the teaching of Reading or Language Arts. Some of the Title I teachers have had prior experience in high school instruction, while others have none. Paraprofessionals reflect an even greater diversity of background.

An active schedule of varying workshop topics recommended by teachers would allow experienced teachers, aides and new staff to attend those instructional sessions most pertinent to their needs. Among those suggested this year were workshops on peersharing, materials, discipline, and class management.

Recommendation 4: **The workshop schedule should be changed.**

Discussion: Workshops held as late in the year as April should have as their agenda what has worked/not worked this year so that when considering materials for next year individuals can benefit from the collective experience. A higher concentration of workshops should be held in October and November, and again in February and March.

STUDENT SELECTION/SCHEDULING

Recommendation 1: **Selection and scheduling of students should be done prior to the beginning of classes in September.**

Discussion: Delays in the implementation of the program would be eliminated if the schedule were in place before school opens. An improvement in scheduling procedures will directly affect students who are receiving services.

Recommendation 2: **Both pre and post-test results should be made available as soon as possible.**

Discussion: The availability of post-test scores will facilitate scheduling for the following year. Teachers who receive post-test results at the beginning of the instructional year will be able to use them not only to appraise gains made, but also for diagnostic purposes. Similarly, results of pre-tests should be known as early in the year as possible in order to plan effective remediation.

INSTRUCTION

Recommendation 1: **Strengthen communication skills within the classroom.**

Discussion: With very few exceptions, the instructional model the evaluators observed was that of students entering the classroom, locating their folders, and beginning to work on worksheets. Minimal or no whole class discussion was held either around a mechanical topic (i.e. use of adverbs) or a reading selection. In our opinion, reading remediation cannot be removed from an approach in which understanding, speaking, reading and writing are seen as being on a continuum. Teachers who develop a language

rich environment will increase their students' chances to make real gains. Silent classrooms do not motivate students to acquire strong reading and communication skills. The use of carrels should be examined to see if they promote learning or inhibit the kinds of communication necessary to reinforce skills. Teachers need to see that individualization and interractive skills are not mutually exclusive. The relatively higher standardized score results from the NCEC model should be balanced against the somewhat lower levels of vocabulary development under that model.

Recommendation 2: **Continue the Math component.**

Discussion: The impressive NCE gains recorded for the students who took both the pre and post tests indicate that this is a valuable program which should continue. The program at Madison High School should continue and teachers from other schools have indicated a need in their buildings should be encouraged to develop similar programs.

Recommendation 3: **The use of worksheets and workbooks should not replace instruction.**

Discussion: Whole class or group work on skills should precede any practice or use of worksheets. The relative values of active teacher instruction, prior to the beginning of an assignment, versus no such prior discussion, should be studied.

MATERIALS AND FACILITIES

Recommendation 1: **High interest, low vocabulary materials, suitable for high school students should be in greater use.**

Discussion: A. Based on teachers' comments during on-site visits, we recommend that the following materials be retained:

Scope
Continental Press Work sheets
Action Stories of Yesterday and Today. (AMSCO)
CBS Educational Publishing
Reading Skills for the World
Stories That Live (Amsco School Publication)
Individual Corrective English
Double Action for Reading
A Better Reading Workshop
Real Life Reading Skills (Scholastic)
Readers Digest materials
Reading Road to Writing (Potter)

B. We have questions about the Nystrom Reading series which teachers state has a very low interest level and is too difficult, and the following titles which teachers say are unsuitable reading material due to their difficulty:

Pilgrim at Tinker Creek	Siddartha
I Know Why the Caged Bird Sings	All Creatures Great and Small

Recommendation 2: **Annotated bibliographies of available reading materials should be distributed to all Title I teachers.**

Discussion: The classroom teacher, working daily with students, is in the best position to gauge which materials will be most relevant and interesting to the class. Materials pre-selected for the teacher who has no input into the choice will possibly spend most of the year on the shelf. The evaluators found during visits that several of the titles sent to the classroom were highly unsuitable for their intended use. It is defeating for a student in a remedial reading program to see an array of books which are inaccessible to him. Teachers should be able to select their own materials from a range of choices.

Recommendation 3: **Audio-visual materials should be either used in for instruction or removed from the classrooms.**

Discussion: Teachers should be trained in the use of audio-visual materials. If this is impossible, equipment should be removed to allow for other types of instruction such as the reading of plays which teachers report is very popular among students, class discussion of reading selections and other interractive skills. Teachers gave us the following responses when asked about the use of audio-visual materials.

1. Materials are secured because of vandalism and they are not readily accessible.
2. They have not been able to fit the use of the materials into the schedule.
3. Four teachers stated that they are opposed to the use of these materials.
4. One teacher commented that students frequently bring in their own tape recorders, plug them into the listening center, and do not do the lesson. He no longer plans lessons around audio-visual materials.

Recommendation 4: **Accomodate students entering Title I from ESL program.**

Discussion: Charlestown and South Boston are among two of the schools in which many students in Title I are from non-English backgrounds. Dictionaries and culturally oriented readers would be useful. During our observations few students were able to complete classwork without the help of a student proficient enough to translate from their native language to English. Dictionaries were in constant use in those classrooms where they were available.

COMMUNICATION

Recommendation 1: **Develop mechanisms to carry over Title I into the content areas.**

Discussion: There should be a higher degree of coordination between the content area teachers and the remedial teachers. Students should be encouraged to bring problem assignments and questions to the Title I classrooms. Skills such as outlining, report writing, note taking, and library skills are necessary to succeed in class.

Recommendation 2: **Improve communication of Title I goals and regulations to non-Title I staff.**

Discussion: Developing a closer working relationship among Title I administration, Title I teachers, and classroom teachers is important.

PARENT INVOLVEMENT

Recommendation 1: **Efforts should continue to increase parent involvement.**

Discussion: We suggest trying the following:

- Rotate meetings between A.M. and P.M. times to allow parents with work or home conflicts to attend.
- Rotate the meeting days so that those parents with prior commitments can attend at least one meeting.
- Avoid convening meetings near the major holidays (Christmas, etc) when families tend to be busier.
- Do not schedule meetings during January and February when inclement weather is likely to interfere.
- Experiment with agendas for meetings: provide entertainment by students or others, sponsor a pot-luck dinner or cookout, etc.
- Greater effort should be made to encourage parents to attend specially designated Parent-Teacher conferences.